DOCUMENT RESUME

ED 196 566 PS 011 939

TITLE	Kaleo's Safe Walking Kit.
INSTITUTION	Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
SPONS AGENCY	Hawaii State Dept. of Transportation, Honolulu.: National Highway Traffic Safety Administration (DOT), Washington, D. C.
REPORT NO	RS-80-8972
PUB DATE	[80]
NOTE	193p.: 13 pages of transparencies are not included due to marginal legibility.
AVAILABLE FROM	Transparencies available from Multimedia Services Branch, State of Hawaii, 641 18th Avenue, Honolulu, HI 96816 (no price quoted)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Behavioral Objectives: Learning Activities; Learning Modules: Lesson Plans: *Pedestrian Traffic; *Primary Education: *Safety Education: *Traffic Safety; *Young Children
IDENTIFIERS	*Hazards

ABSTRACT

This pedestrian safety kit for kindergarten through the third grade consists of 16 lessons encompassing many safety concepts, guidelines and skills that emphasize pedestrian safety rules, alertness, and responsible reaction to hazardous situations. Lessons include activities of varying difficulty for large group, small group or individual instruction. Each lesson teaches from one to three skills. Behavioral objectives are stated and "teacher information" is outlined to provide the content needed to reach the objectives. Activities are suggested and an assessment checklist is provided. Student worksheets are included for many of the lessons. Lessons are grouped under five headings: Introduction: The Foundation, Signals and Symbols, Decision Making and Auditory Discrimination, Hazards and Defensive Behavior, and Safety Personnel. Two other chapters in the kit, Learning Center and Other Components of the Program, provide additional materials for student use. (Author/RH)

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Kaleo's SAFE WALKING KIT

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FOREWORD

Young elementary school children have more pedestrian accidents than any other age group. This program was developed to enable the K-3 child to participate in a pedestrian safety program that stresses being aware and alert and emphasizes the learner's responsibility.

Though the program does include other Foundation Program objectives, it works toward the achievement of performance expectations for grade three under Foundation Program Objective I: Responds to oral directions, descriptions, non-verbal messages, and common visual symbols.

Charles G. Clark
Superintendent

ACKNOWLEDGMENTS

This program is the product of a highway safety project conducted by the University of Hawaii, using Federal 402 funds administered by the National Highway Traffic Safety Administration and the State Department of Transportation Motor Vehicle Safety Office.

Without the time, talents, and efforts of many individuals, this program would not have been possible. Gratitude is extended especially to:

1. Grace Fukunaga, Carol Hamada, Anna Tam, Amy Taniguchi and Rae Watanabe: teachers who reviewed material and provided invaluable feedback.
2. Rodolfo Valera: illustrator and graphic designer.
3. Wendell and Kathleen Ing: song writers.
4. Jeanne Paty: Educational Specialist, Health
5. Kathleen Chock: teacher and program development coordinator.

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TABLE OF CONTENTS

TITLE PAGE

FOREWORD i

ACKNOWLEDGMENTS ii

TABLE OF CONTENTS iii

HOW TO USE THIS KIT v

ASSESSMENT CHART vi

COMPONENTS vii

BEHAVIORAL OBJECTIVES xii

VOCABULARY xv

KALEO AND FRIENDS xxv

KALEO'S CODE FOR PEDESTRIANS xxvi

I. INTRODUCTION: The Foundation 1

- Lesson 1 - Rules and Responsibility 2
- Lesson 2 - What is a Pedestrian? 4
- Lesson 3 - Directionality 17

II. SIGNALS AND SYMBOLS 22

- Lesson 4 - Traffic Signal Light 23
- Lesson 5 - Walk, Don't Walk Signal 32
- Lesson 6 - Traffic Signs 35

III. DECISION MAKING AND AUDITORY DISCRIMINATION . . 47

- Lesson 7 - Distinguishing Sounds 48
- Lesson 8 - Distance-Speed-Time 52

IV. HAZARDS AND DEFENSIVE BEHAVIOR 62

- Lesson 9 - Hazardous Situations 63
- Lesson 10 - Conditions of Poor Visibility 82
- Lesson 11 - Emergency Information 91

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TABLE OF CONTENTS

Lesson 12 - Strangers 100

Lesson 13 - Safest Route 103

Lesson 14 - Emergency Vehicles 106

Lesson 15 - Walking Along a Highway 114

V. SAFETY PERSONNEL 115

Lesson 16 - Safety Personnel 116

VI. LEARNING CENTER 119

Listening Situations for Problem Solving 120

Unscramble Words 121

Riddles 122

Puzzles 123

VII. OTHER COMPONENTS OF THE PROGRAM 131

Filmstrips 132

Kaleo's Safe Walking Rules 133

A Trip to the Playground 136

Songs 139

Commentary for Transparencies 144

Transparencies 147

Acetate Folders 161

5b

HOW TO USE THIS KIT

Though the program is designed to encompass all concepts to be learned in pedestrian safety, two general areas are emphasized:

1. to learn the pedestrian safety rules
2. to be alert and to react responsibly to hazardous situations.

The components of this kit reinforce these concepts and provide an opportunity for the teacher to provide remedial or enrichment activities for the students.

The teaching-learning package is designed to be flexibly used for adaptation to any classroom environment. The program includes materials for large group, small group or individual instruction. Activities range from the easy to the more difficult. Ample lesson plans are included so that teachers may select from lists of activities to accomplish behavioral objectives.

Each lesson teaches from one to three skills (objectives).

The Teacher Information provides the content necessary to teach that objective.

Suggested Activities are designed to help you teach towards the lesson objective. Students should be assessed after each lesson to be certain they have mastered the objectives.

A suggested assessment check list is provided to evaluate individual progress.

NAME	lesson 1	2		3	4			5	6	7	8	9	10		11		12	13	14		15	16	
		a	b		a	b	c						a	b	a	b			a	b		a	b

Assessment Checklist

COMPONENTS OF KALEO'S SAFEWALKING KIT

Set No.	Color	Title	Components	Usage
1	Green	Speed-Gap Model	3 children 1 pedestrian crossing sign 1 tree 1 car	Lesson 8 - Use as a model to demonstrate or to practice good judgment in crossing streets.
2	Red	Road Games:		
		a. Mini-intersection	1 dump truck 1 bus 3 passenger cars 4 homes 4 buildings 1 tree 1 bush 1 pedestrian sign 1 street light 1 stop sign 1 signal light 6 children 1 playing board	Use after any of several lessons to demonstrate proper behavior, to evaluate whether learning has taken place, to role-play safe or hazardous situations, or to reinforce concepts.
		b. A Trip to the Playground	5 children 1 playing board	Game: Spin to determine who goes first and to determine the number of blocks a player moves. The player who reaches the playground first is the winner.
		c. Shortest Route Safest Route	Grease pencils or Water-soluble pens 2 playing boards	Lesson 13 - Using an erasable marker, the student will choose the safest and/or the shortest route.
3	Brown	Puzzles	1 school crossing sign 1 pedestrian crossing sign 1 stop sign	Lesson 6 - Use to reinforce recognition of signs by shape and color.

Set No.	Color	Title	Components	Usage
4	Blue	Teacher's Manual	Objectives and lesson plans Transparencies Activities for Learning Center	
5	White	Vocabulary Match-Up	8 sets	Use to reinforce vocabulary by matching the illustration with the correct word. Vocabulary list is in the Teacher's Manual, pp. xv-xxiv. Refer also to Lesson 1, pp. 5-6.
6	Orange	Vests	8 vests (cars)	Use after any of several lessons, especially Lesson 9, to demonstrate proper behavior through use of role-play. Desks and chairs may be arranged to simulate traffic situations. Use masking tape to indicate white lines. Chart paper placed on the floor may be used to indicate crosswalks. Signs from Set 12 may be included in play situations.
7	Yellow	Flannel Board Cut-outs	1 bus 1 cement mixer 1 police car 1 pickup truck 1 car 1 motorcycle and rider 1 trailer truck	Lesson 4 - Use with Flannel board story "RED Means Stop" on page 26 in Teacher's Manual.
8	Green	Right/Wrong Cards	40 playing cards (20 right, 20 wrong)	Use after any of several lessons for enrichment, reinforcement, or evaluation. After cards are shuffled, students place cards showing correct pedestrian behavior in the "right" pile. Place cards showing incorrect pedestrian behavior in the "wrong" pile.

Set No.	Color	Title	Components	Usage
9	Red	Filmstrips and Cassettes		Use as motivation or review:
		a. "A Trip to the Playground"	Filmstrip and cassette	Stresses awareness of hazardous situations. Teacher's Manual, pp. 132, 136, 137
		b. "Kaleo's Safe-Walking Rules"	Filmstrip and cassette	Tells students of the basic rules a safe pedestrian needs to remember. Teacher's Manual, pp. 132-135
		c. "Watch-Out" and "Crosswalk Song"	Cassette	Two songs were written for the program. Students may add their own verses. Teacher's Manual, pp. 140-145
		d. "Traffic Sounds for Problem-Solving"	Cassette	Lesson 7 - May be included in the learning center. Teacher's Manual, p. 120
10	Brown	Rubber Stamp/Safety Tape	1 Kaleo's Pedestrian Award 1 Kaleo 1 black ink pad	Use stamps to reinforce good work. Badges and awards may be made.
			3 rolls of plastic vinyl reflective tape	Lesson 10 - Place on clothing to demonstrate visibility in a darkened room.
11	White	Puppets	1 Kaleo 1 Kanoe 1 Manu 1 Lehua 1 Pua 1 Kealoha 1 Kapono	Use for motivation, role-play, or review. Corresponding picture on p. xxv of Teacher's Manual.
12	Orange	Traffic Signs	1 crosswalk sign 1 school crossing sign 1 stop sign 1 don't walk sign 1 walk sign	Lessons 5, 6, or for any role-play situation. Use to demonstrate recognition and proper response to signs.

Set No.	Color	Title	Components	Usage
13	Yellow	1. Do I know the safewalking rules?	20 posters	Select appropriate posters to motivate or reinforce the objective being taught. The set of posters encompasses all the lessons in the kit.
		2. Choose the safest route		
		3. Avoid heavy traffic		
		4. Sidewalks are for walking		
		5. Walk on the left facing traffic		
		6. Wear brightly colored clothing		
		7. Stand two feet from the curb		
		8. Establish eye-contact		
		9. Scan: left, right, left		
		10. Push button for walk signal		
		11. Driveway - Stop! Be Alert		
		12. Watch out for back-up lights		
		13. Never jaywalk		
		14. Wait for green lights		
		15. Rainy weather - be extra careful		
		16. Carry packages so you can see		

Set No.	Color	Title	Components	Usage
13 cont'd		17. Don't go with strangers		
		18. Give emergency vehicles the right-of-way		
		19. Signs & symbols help you		
		20. Be alert - THINK - be responsible		

BEHAVIORAL OBJECTIVES FOR PEDESTRIAN SAFETY

LESSON 1. RULES AND RESPONSIBILITY

Children will understand the need for rules and state the individual's responsibility for following them.

LESSON 2. WHAT IS A PEDESTRIAN?

a. Given a set of illustrations, the student will correctly identify the pedestrians.

b. The student will be able to state the rules and courtesies expected of a pedestrian.

LESSON 3. DIRECTIONALITY

Given specific examples of directionality activities, the child will be able to perform orally, physically, or in written form, the activity with a reasonable degree of accuracy.

LESSON 4. TRAFFIC SIGNAL LIGHT

a. The child will know the meaning of the red, yellow, and green lights in a traffic signal.

b. The child will know the correct color in proper order.

c. The child will be able to respond correctly when he/she sees the red, yellow, and green signal.

LESSON 5. WALK-DON'T WALK SIGNAL

Using a worksheet showing a large drawing of a walk-don't walk sign, students will indicate their understanding of how a pedestrian would react correctly to each instruction.

LESSON 6. TRAFFIC SIGNS

The child will be able to match and name geometric shapes to the appropriate signs. The child will be able to identify the traffic signs and relate proper behaviors to them.

LESSON 7. DISTINGUISHING SOUNDS

The child will be able to distinguish between important noises in the traffic environment and unimportant background noises after a series of learning experiences.

LESSON 8. DISTANCE-SPEED-TIME

The child will be able to apply in an actual street situation the safe-distance concept, after experiencing activities that develop awareness of distance-speed-time.

LESSON 9. HAZARDOUS SITUATIONS

Given a picture containing a number of safety hazards that could be experienced on the way to school, the student will be able to identify the hazards.

LESSON 10. CONDITIONS OF POOR VISIBILITY

a. The child will be able to describe how various weather conditions affect his/her behavior and to identify the dangers that are present for the pedestrian during, after dark and twilight conditions.

b. The child will demonstrate or describe appropriate defensive pedestrian behavior in twilight and after-dark situations.

LESSON 11. EMERGENCY INFORMATION

a. A student can recite his/her name, address, and telephone number.

b. With a verbal description of an emergency situation, the student will demonstrate or describe proper emergency measures.

LESSON 12. STRANGERS

Students will understand that safe pedestrians accept rides offered only by persons with whom their parents have given them permission to ride.

LESSON 13. SAFEST ROUTE

The child will determine the safest route for walking home from school and other frequently traveled places.

LESSON 14. EMERGENCY VEHICLES

a. Given a description involving an emergency vehicle on the way to an emergency, the student will decide the proper action a pedestrian should take.

b. The child will demonstrate what "yield right-of-way" means.

LESSON 15. WALKING ALONG A HIGHWAY

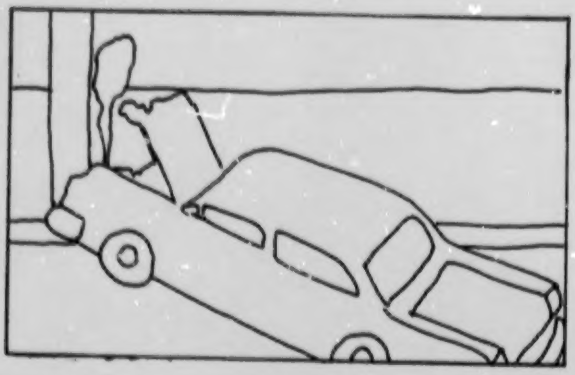
The child will state the extra caution necessary for walking along a highway.

LESSON 16. SAFETY PERSONNEL

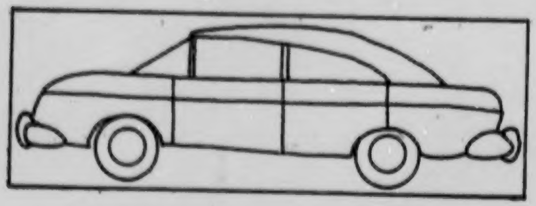
a. The child will identify those persons who have important jobs in traffic safety.

b. The child will list or recite ways in which each of those safety personnel contribute to the safety and well-being of a pedestrian.

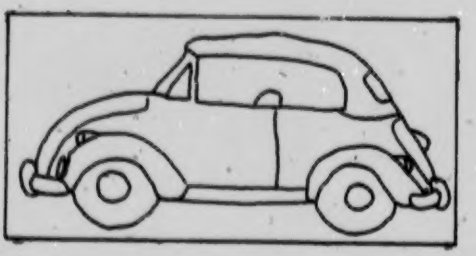
VOCABULARY



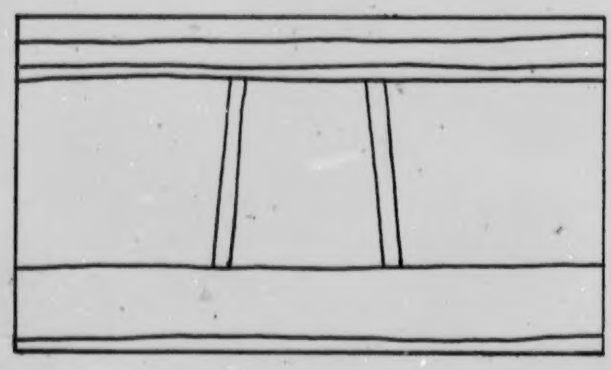
Accident: Something that happens when no one thinks it will.



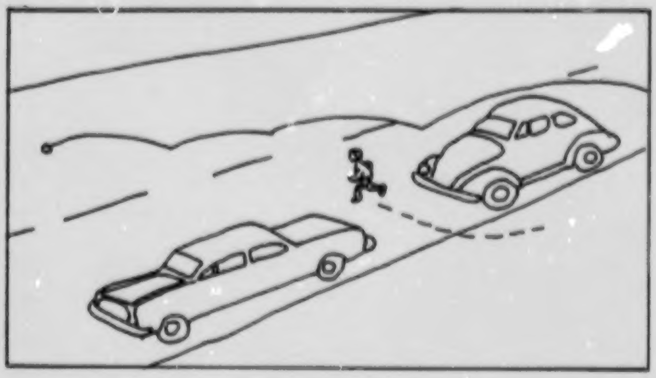
Automobile: A machine with four wheels and motor for driving from place to place.



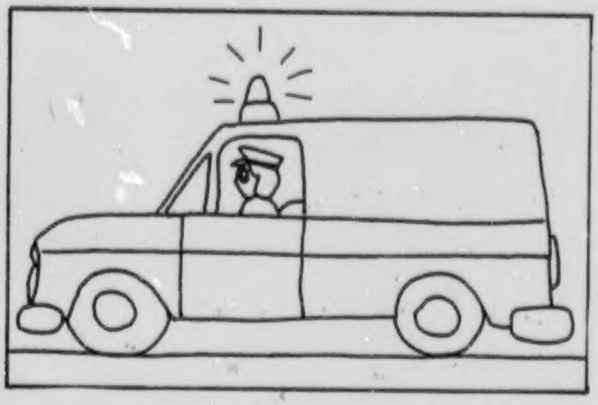
Car: An automobile.



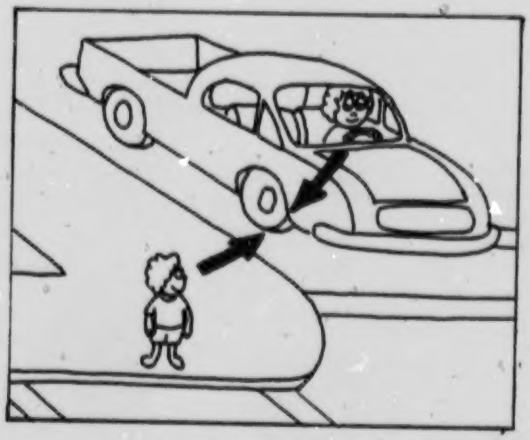
Crosswalk: Place to cross the street marked by two parallel lines.



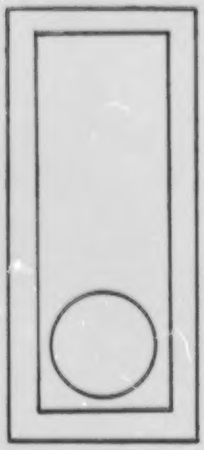
Dart-out: To dash into the street without checking for oncoming cars or without following safety rules.



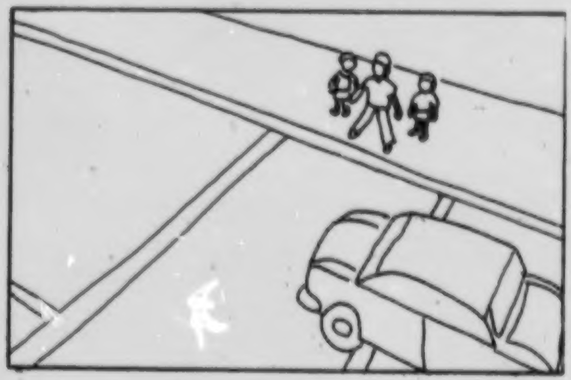
Emergency: A sudden need for immediate action.



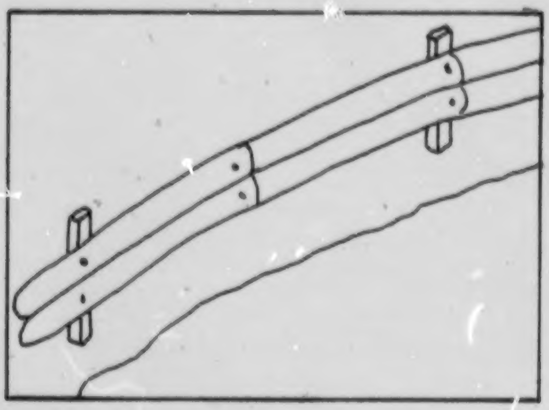
Eye Contact: When the driver and the pedestrian look at each other so that they know what the other will do.



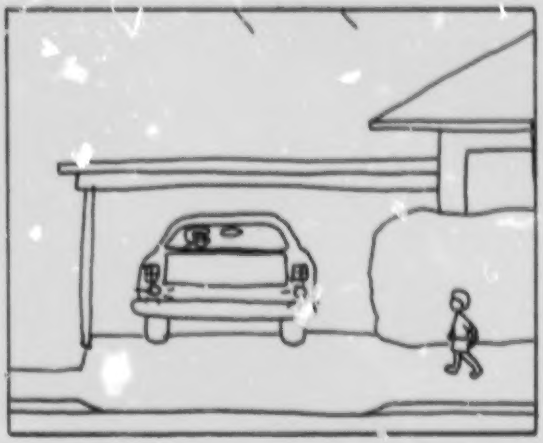
Go: To move or start off.



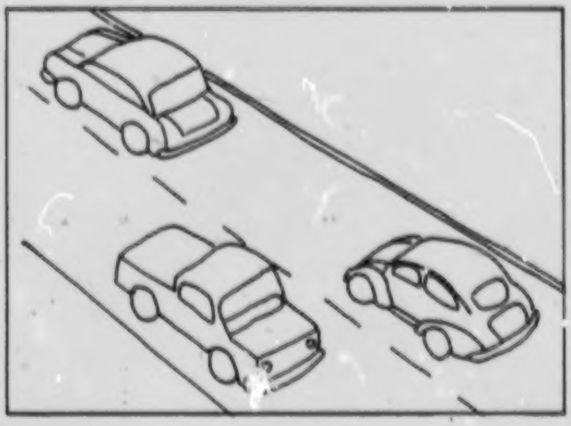
Guarded: A crossing that has a policeman, junior police officer, or security person to help pedestrians cross.



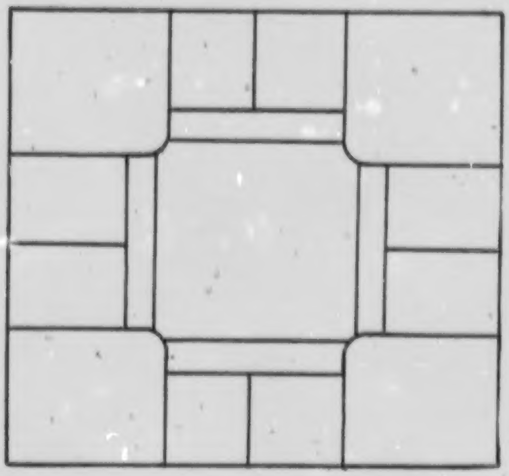
Guard Rail: A barrier used along the edge of a highway.



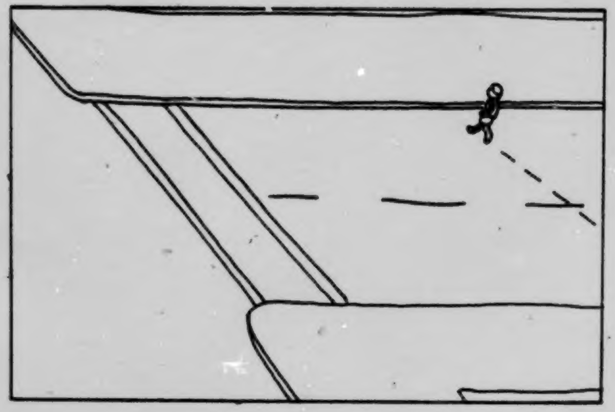
Hazard: A risk or a danger.



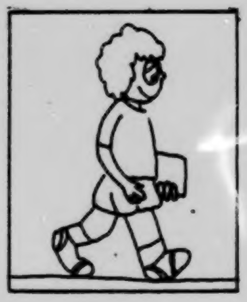
Highway: A main road.



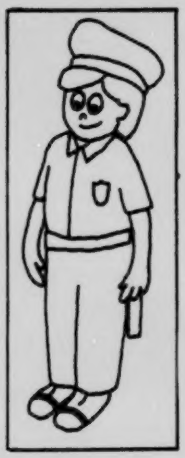
Intersection: The place where one street crosses another.



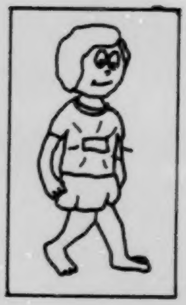
Jaywalk: To walk across the street without paying attention to pedestrian rules.



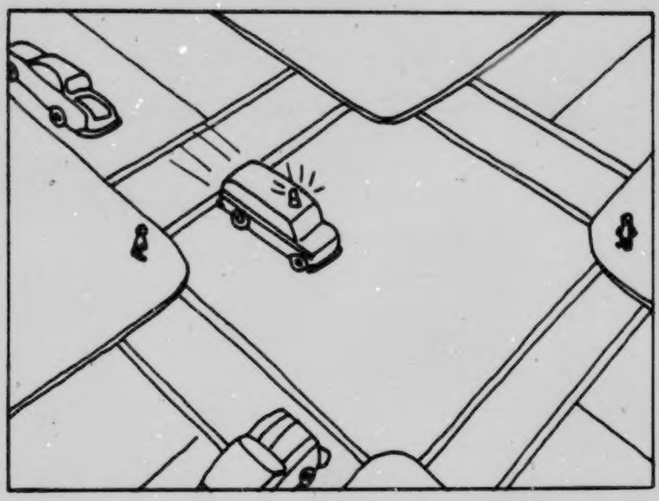
Pedestrian: A person who walks.



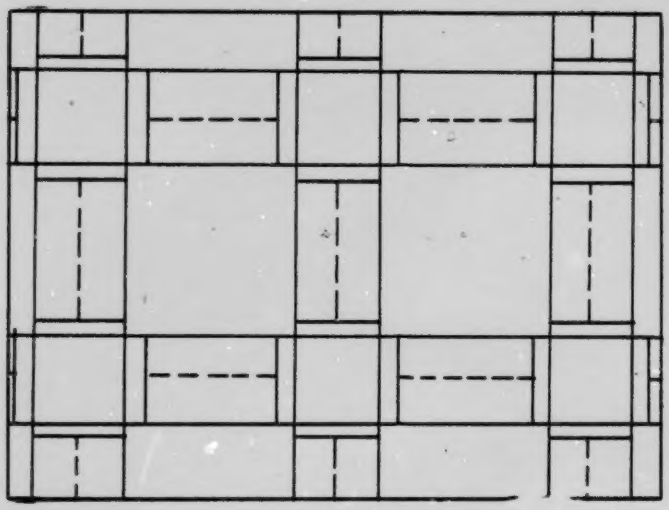
Police Officer: A person whose duty is to help and to keep order.



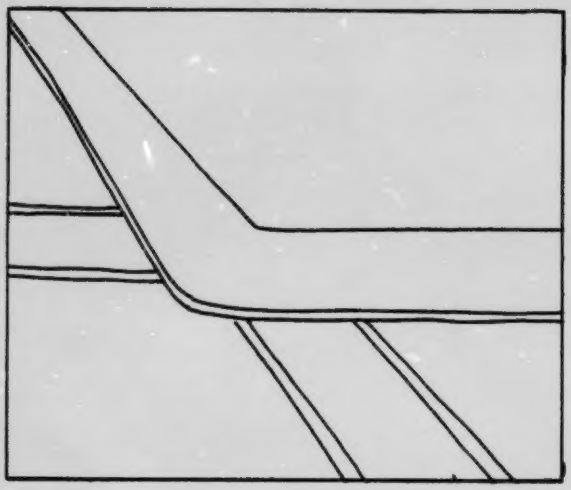
Reflector: Anything that turns back light or heat.



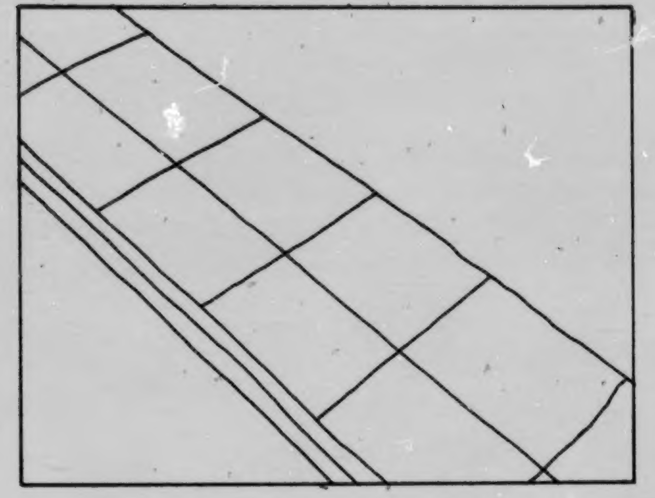
Right-of-way: The right to use the street before another. For example, emergency vehicles have the right-of-way.



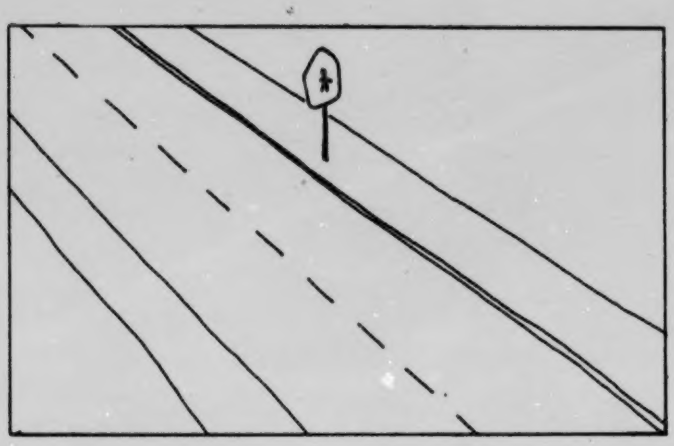
Route: A way to go somewhere.



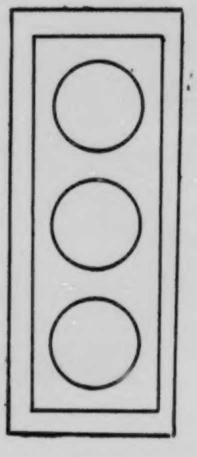
Safety: Freedom from harm or danger.



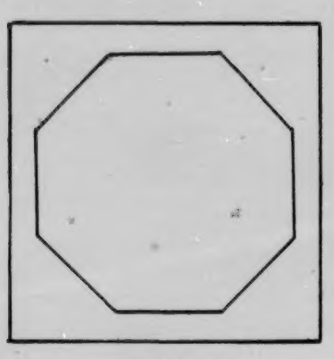
Sidewalk: Place to walk on the side of the street.



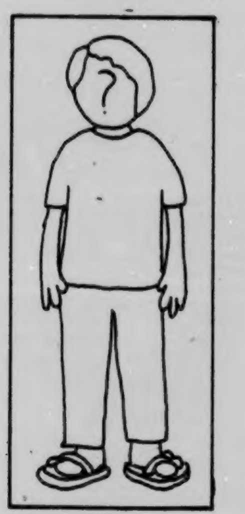
Sign: Any mark or thing used to mean, represent, or point out something.



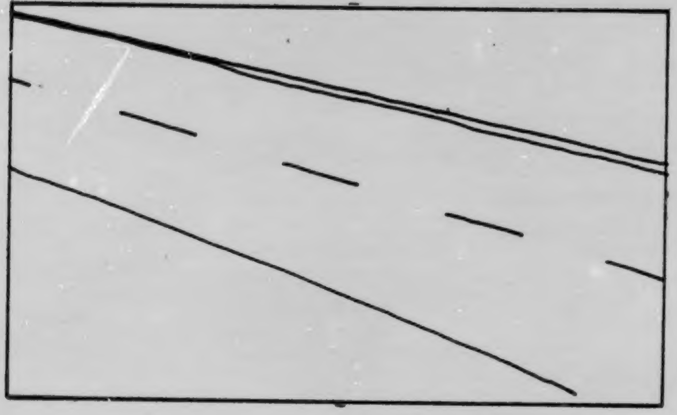
Signal: Sign giving notice of something.



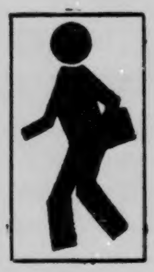
Stop: Keep from moving



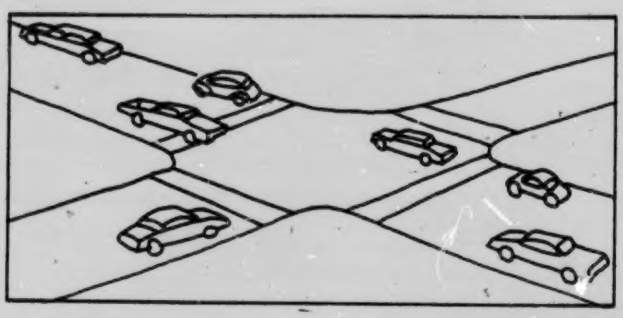
Stranger: A person not known, seen or heard of before.



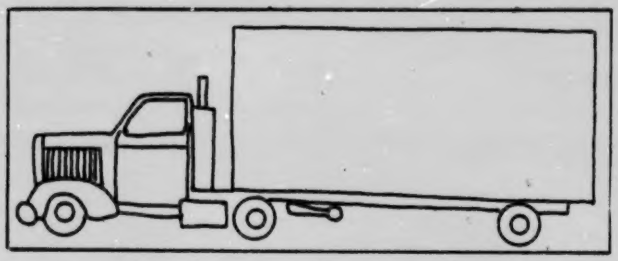
Street: A road in a city or town.



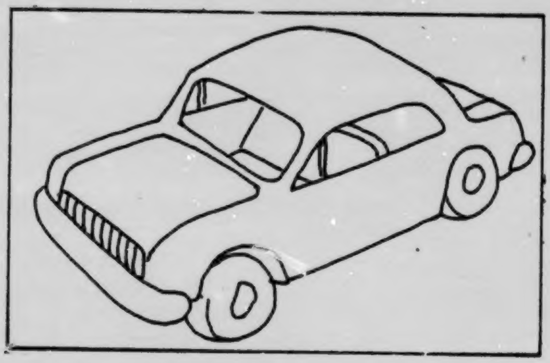
Symbol: Something that stands or represents something.



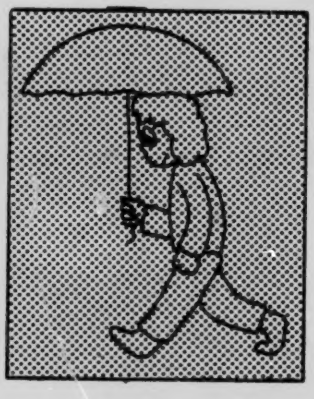
Traffic: People, automobiles, wagons, bicycles, trucks, vans, etc., moving along the streets.



Truck: Strongly built automobile or big cart for carrying heavy loads.

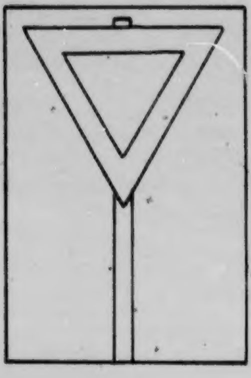


Vehicle: Any object (cart, car, sled, bicycle, skateboard, etc.) used to carry or transport.



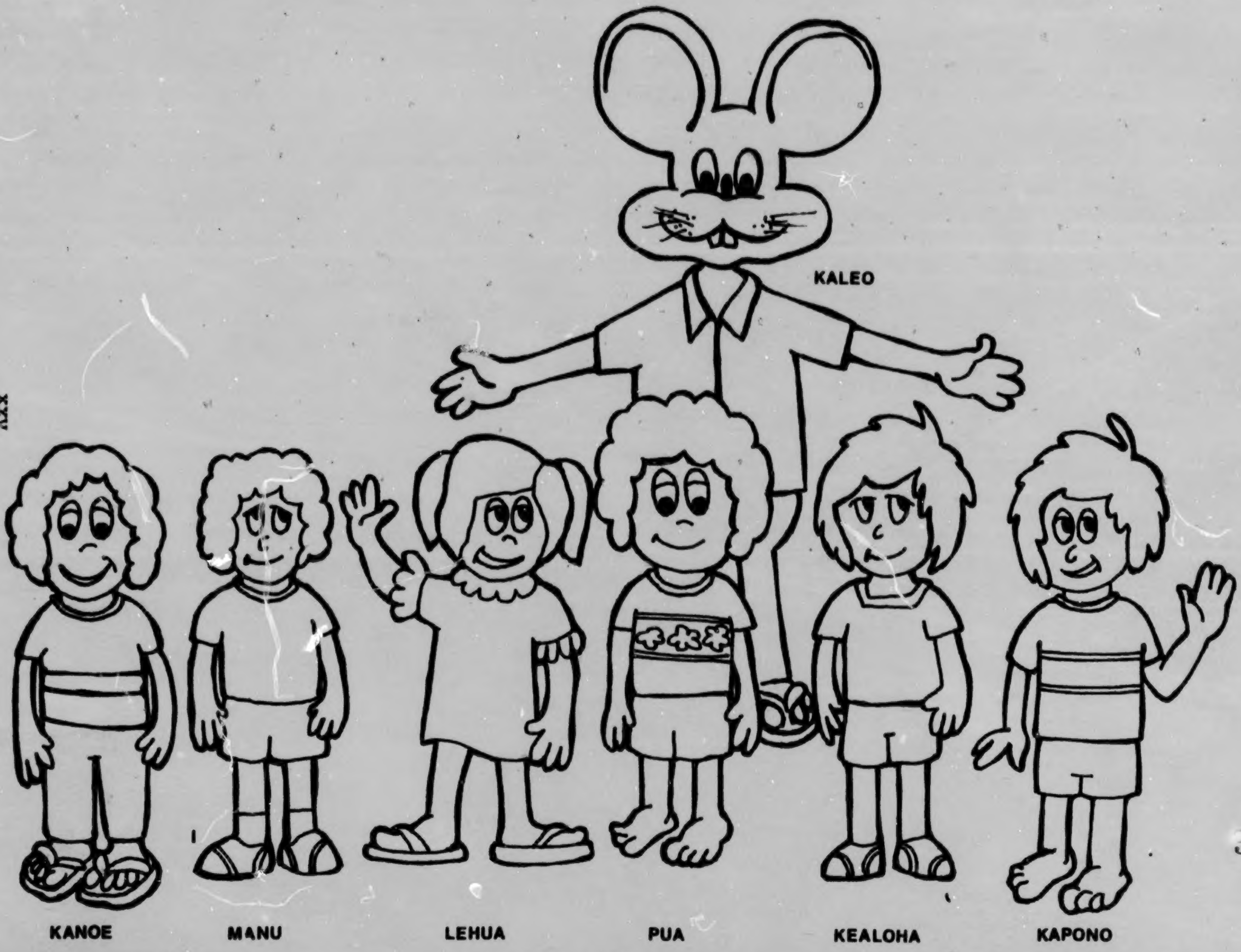
Visibility: Condition or quality of being seen.

29



Yield: to give right-of-way to another pedestrian or vehicle.

XXV


KALEO
KANOE
MANU
LEHUA
PUA
KEALOHA
KAPONO

There are two basic rules that a pedestrian should always practice. The first is to be responsible for oneself in traffic and the second is to establish communication with the drivers of vehicles. The safe responsible pedestrian is always seen and is always seeing. The safe pedestrian scans the traffic scene for danger and relies on oneself to avoid hazards. The safe pedestrian is always predicting and thinking defensely. The safe pedestrian is predictable. The safe pedestrian obeys all rules and makes sure vehicle drivers establish eye contact. The safe pedestrian does not make unexpected movements in traffic like darting out from between parked cars. More specifically, the safe and responsible pedestrian rules are:

KALEO'S CODE FOR PEDESTRIANS

1. Always take the safest route when walking to school, to play at a friend's house, or when walking home.

2. Cross at the corner. Most intersections have crosswalks or stoplights to help you. Drivers expect you to cross there, never between blocks.

3. Stand two feet behind the curb. Wait for the light to turn green or for the WALK signal.

4. Look right, left, right, making sure there are no cars coming or turning. Then cross, walking quickly.

5. Stay within crosswalks.

6. Make sure drivers see you. Establish eye-contact and communication before continuing.

7. Always be alert for cars that may not see you. That is, cars backing out of driveways, cars with inattentive drivers, cars turning, or when drivers may have a blind spot.

8. Know the meanings of the traffic signals. Obey symbols promptly.

9. At night, make sure drivers can see you. Wear light colored clothing, reflective material, or carry a light.

10. In rainy weather be on the alert. It's easier to fall and harder for cars to stop when roads are slippery. Carry umbrellas and wear headgear, so vision is not blocked.

11. Be alert and careful with others as well as when alone.

Introduction I

LESSON ONE
RULES AND RESPONSIBILITY

OBJECTIVES: Children will understand the need for rules and state the individual's responsibility for following them.

SUGGESTED ACTIVITIES

1. Discuss the following:
    a) Why do we need rules and laws to govern behavior?
        1) There are certain rules and laws which must be observed for the common good.
        2) There is a need for rules and laws.
    b) What types of rules and laws do we need to follow daily?
    c) Why do we need safety rules?
    d) Why do we need to be courteous to others?
    e) What rules do we need to follow; at home, going to and coming from school, in the classroom, or on the playground?
    f) Whose responsibility is it to follow rules and laws?
    g) How do the following rules and laws help us to respect the rights and property of others?
    h) What might happen if there were no rules and laws?
2. Ask the children to share ways in which their families work and play together. Through such discussion, help the children understand that rules of cooperation and courtesy are an integral part of the family living, working, and playing together. Posters and drawings of family activities can be done. A bulletin board display may be made with these.
3. Help the children to become aware of how rules help to make their house a pleasant place. Ask each child to tell of one rule that he and his family follows. Lead the children to an awareness that many of the rules followed by one family are also followed by many families.

4. Have the class make up laws on safety. Have two columns headed, WE DO and WE DON'T. For example:

    We do walk on sidewalks.
    We don't run in streets.

5. Show and discuss posters or pictures which illustrate coming to school safely. Through such discussion, help children to become aware of reasons for following rules of safety.

6. Help the children to determine rules of safety they need to follow when going to and coming from school. List these rules and supplement them with simple illustrations.

7. Have the children role-play the rules of safety they observe as pedestrians.

   Play "What Might Happen?". Have the children dispute the possible consequences if they do not follow the safety rules. For example:

   "What might happen if you cross on a red light?"
   "What might happen if you don't look both ways?"

   Impress upon the children the need for following the rule of:

   Refusing rides offered by strangers.
   Not talking to strangers.
   Coming home before dark.

   Stress the importance of notifying their parent and the police in the event of being confronted with such a situation.

8. Have students design and cut out catchy slogan buttons on traffic safety rules. i.e.,

Look BOTH ways before you cross

LESSON TWO
WHAT IS A PEDESTRIAN?

OBJECTIVES:

a. Give a set of illustrations, the student will correctly identify the pedestrian.

b. The student will be able to state the rules and courtesies expected of a pedestrian.

TEACHER INFORMATION:

1. Every person who walks from one place to another is a pedestrian. A pedestrian enjoys the advantage of healthful exercise and the satisfaction of knowing that this means of transportation does not add pollutants to the environment nor does it entail the expense of gasoline and vehicle maintenance.

2. The pedestrian faces dangerous situations when the environment is shared with powerful, high-speed automobiles, buses, and trucks. A person on foot is considerably smaller than these vehicles and harder to see. The pedestrian is at a definite disadvantage in the event of a collision with a large vehicle.

3. To protect oneself from accidents, the pedestrian must take responsibility by using good judgment and by following safety rules.

4. A pedestrian has special places to walk. Sidewalks are built for the protection of the pedestrian. If no sidewalk exists, then a pedestrian should walk on the left side of the road, facing oncoming traffic.

5. The only time that a pedestrian should walk on the road or street is when crossing the street. Then walk within the white lines which mark a pedestrian crossing or at corners where imaginary parallel lines extend from the sidewalk on one corner to the corner across the street.

6. Do not cross corners diagonally unless a crosswalk is marked on the pavement and there is a traffic signal which protects the pedestrian.

SUGGESTED ACTIVITIES:

1. Discuss with the class:

   a. How much of the day do you spend walking?

   b. How many miles a day would you estimate your walk?

   c. Why do you walk? What are the advantages?

2. List the places students normally walk to and from. These may be illustrated and used for a bulletin board.

3. Discuss:

   What time of day do you walk?

   Discuss the amount of traffic at different times of day.

   At what times during the day would it be safer to walk?

4. Discuss:

   Where do you walk?

   What special places have been developed to protect the pedestrian?

   Why does the pedestrian need this protection?

5. Ask children to draw their own picture and/or cut out pictures of people walking in traffic situations. These may be compiled in a picture booklet or used to make a class bulletin board.

6. Vocabulary Activities.

   Use language arts activities with vocabulary list to emphasize traffic safety words.

Vocabulary List

accident
automobile
car
crosswalk
emergency
go
guarded
hazard
highway
intersection
jaywalk
pedestrian
police officer
reflector
right-of-way
route
safety
sidewalk
sign
signals
stop
stranger
street
symbol
traffic
truck
vehicle
visibility
yield

7. Draw a picture using the vocabulary words to outline the drawing.

   Variation - Using the vocabulary words, have the students draw pictures of other vehicles that are seen in the traffic environment.

8. Discuss with the class on which side of the sidewalk a pedestrian should walk. Each pedestrian can go straight, right or left. "To Avoid" they must go right or left. The habit formation of doing a certain thing without thinking becomes important.

   Ask these questions:

   1. When more than one pedestrian is present, why does the possibility for confusion increase?

   2. What usually happens when two individuals walk directly toward each other?

   3. If you wait until the last moment to change directions, what might happen?

9. Use the Pedestrian Rating Test. It may be administered orally.

10. Fill in the Pedestrian Worksheet. This may also be done orally.

PEDESTRIAN RATING TEST

Read each statement and write "I do" or "I do not".

_________ 1. I cross streets only at intersections or crosswalks.

_________ 2. I stop, I look both ways, and look for turning cars.

_________ 3. I cross the street quickly, but do not run.

_________ 4. I obey the traffic signs and symbols.

_________ 5. I know the meaning of traffic signs and symbols.

_________ 6. I obey the junior police officers.

_________ 7. I use street routes rather than alleys or shortcuts.

_________ 8. Where there is no sidewalk, I walk on the left shoulder facing traffic.

_________ 9. I carry a light or wear light colors on dark days.

_________ 10. I do not hitchhike or hitch rides.

_________ 11. I do not accept rides from strangers.

_________ 12. I plan and use a safe route not only for going to school, but also for going to the store, the playground, etc.

_________ 13. I avoid chasing or playing games along the way to my destination.

_________ 14. I remember to watch for cars backing out of driveways.

_________ 15. I am an alert or responsible pedestrian.

Score yourself 10 points for each "I do"; 0 points for each "I do not". Now total your score. If you had 150 points, you are an excellent, careful pedestrian and should be virtually safe from street accidents, providing you do not relax your good habits. If you scored less than 150 points, but more than 100, you have several pedestrian habits which need correction. With a small amount of effort and concentration on your part, you can easily become an excellent pedestrian. If your score was between 50 and 100 points, you have a number of bad habits and will really have to be concerned about improving your walking patterns. If you scored below 50 points, you are in danger of becoming extinct. In fact, you shouldn't walk any more than you have to, until you have trained yourself to become a much more alert pedestrian.

Can be used for oral discussion:

PEDESTRIAN WORKSHEET

FILL IN THE BLANKS

Use the following words to fill in the blanks below:

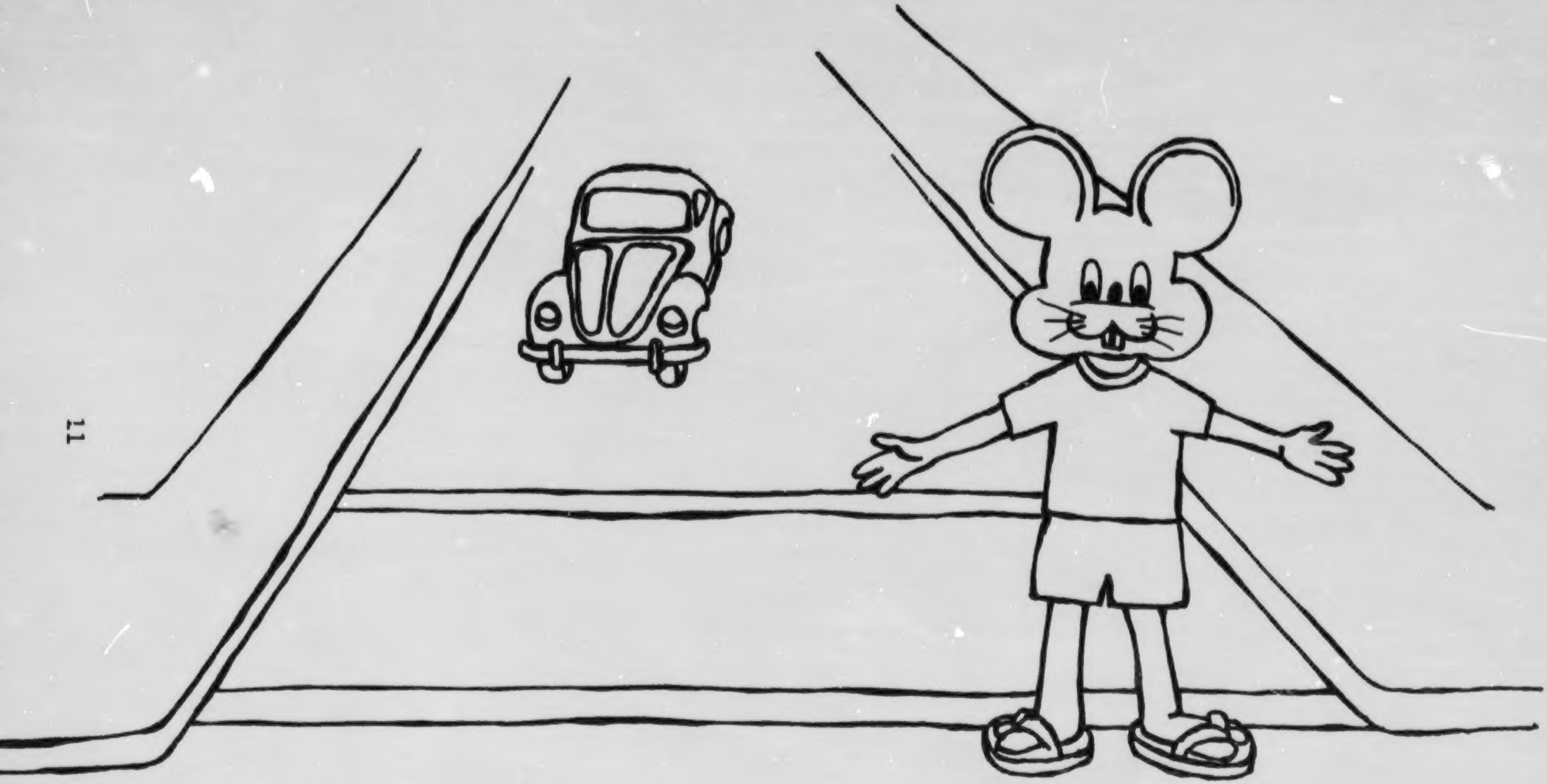
jaywalk
right-of-way
route
Junior Police Officer
highway
hazard
street
yield
vehicle
traffic
pedestrian
crosswalk
intersection
stranger
sidewalk

1. A __________________ is anyone walking.
2. To have the __________________ is to have the right to go first.
3. A __________________ is a person not known, seen, or heard before.
4. The __________________ is the road to take or the way to go.
5. A __________________ is a marked crossing.
6. A __________________ is a risk or danger.
7. __________________ is composed of people, cars, and bicycles coming and going along a way of travel.
8. To __________________ is to let the other person go first.
9. To __________________ is to cross a street in midblock or outside of pedestrian crosswalks.
10. An __________________ is a place where two or more roads cross one another.
11. A __________________ is a main public road or route.
12. A __________________ is a place to walk at the side of a street, usually paved.
13. A __________________ is a road in a city or town.
14. A __________________ is a person who helps guard your safety.
15. A __________________ is a car, bicycle, bus, truck, or any means of carrying people or goods on land.

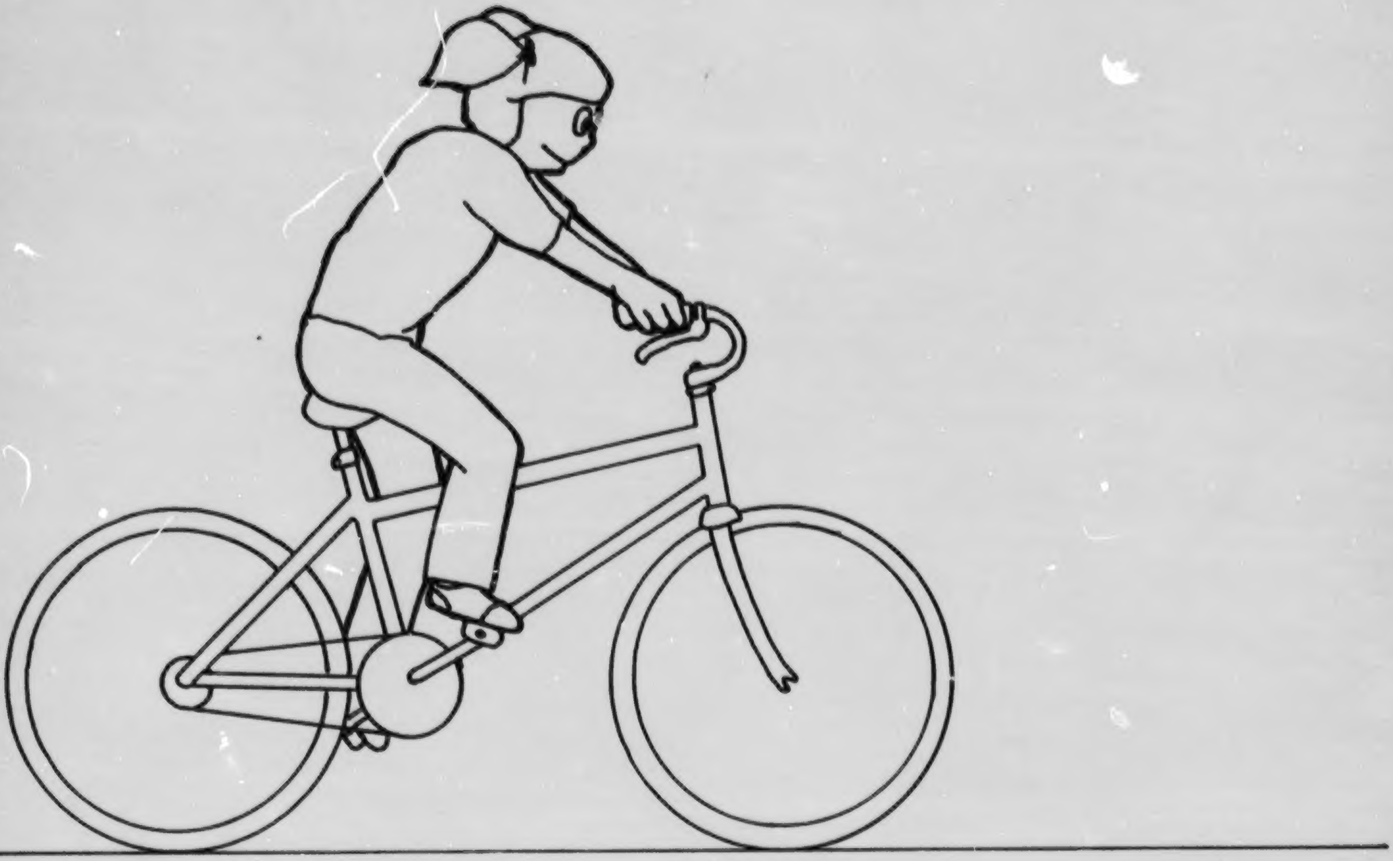
ANSWER SHEET

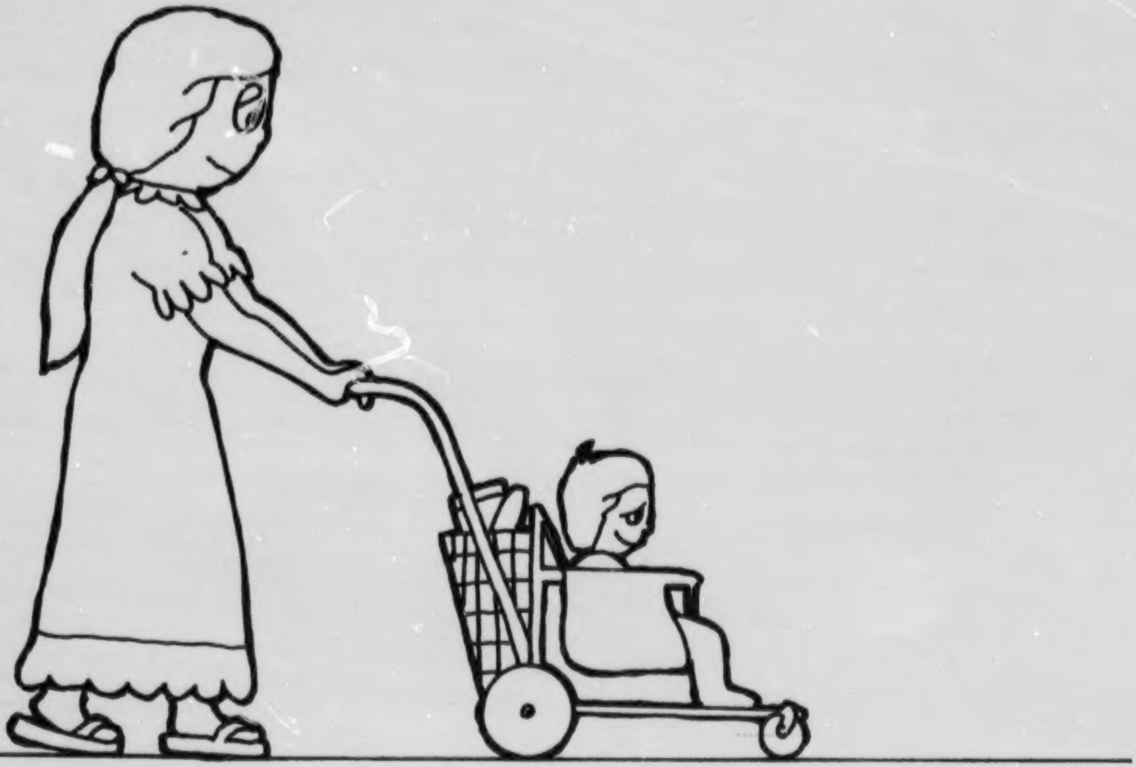
FILL IN THE BLANKS

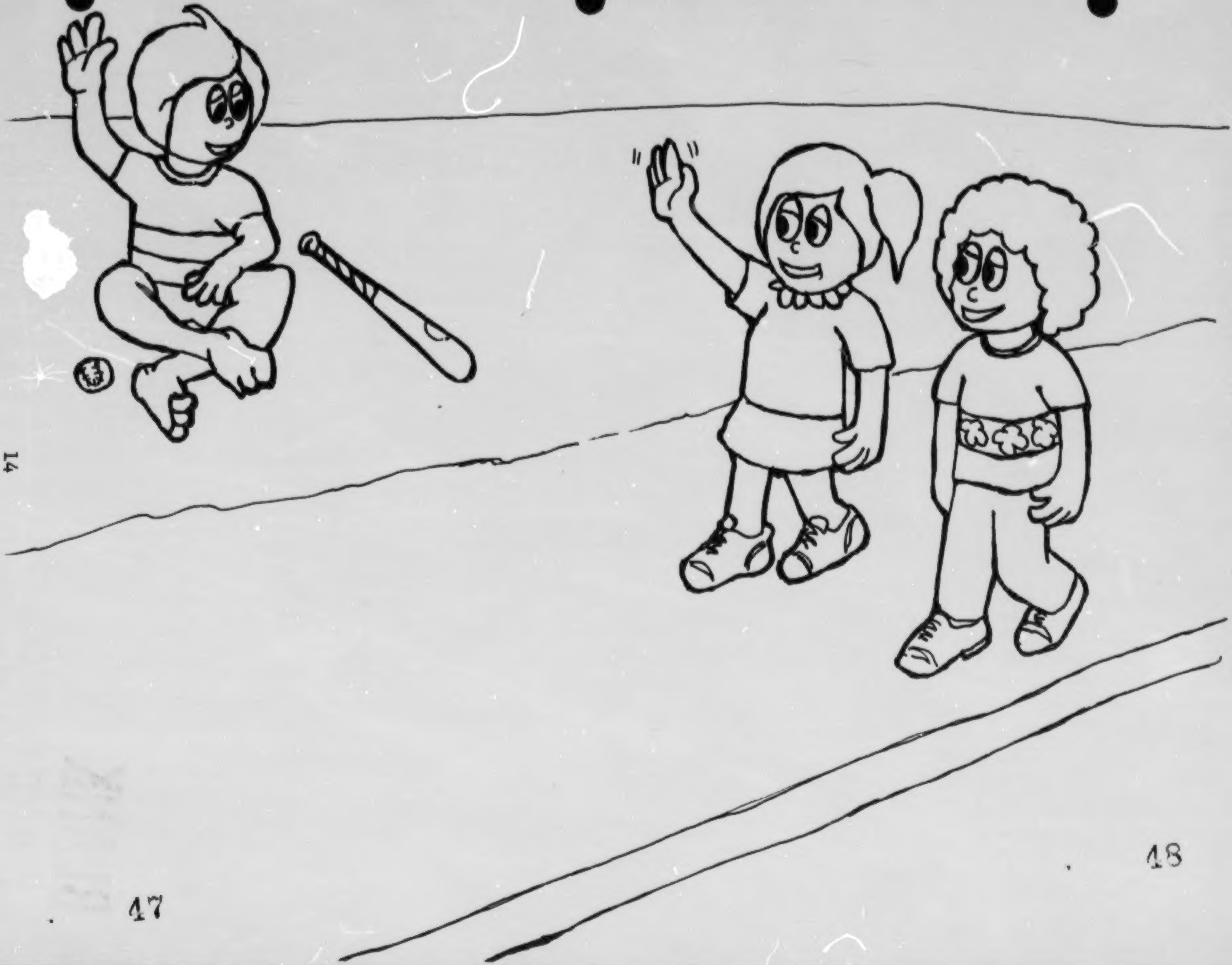
1. A (pedestrian) is anyone walking.
2. To have the (right-of-way) is to have the right to go first.
3. A (stranger) is a person not known, seen, or heard before.
4. The (route) is the road to take or the way to go.
5. A (crosswalk) is a marked crossing.
6. A (hazard) is a risk or danger.
7. (traffic) is composed of people, cars, and bicycles coming and going along a way of travel.
8. To (yield) is to let the other person go first.
9. To (jaywalk) is to cross a street in midblock or outside of pedestrian crosswalks.
10. An (intersection) is a place where two or more roads cross one another.
11. A (highway) is a main public road or route.
12. A (sidewalk) is a place to walk at the side of a street, usually paved.
13. A (street) is a road in a city or town.
14. A (Junior Police Officer) is a person who helps guard your safety.
15. A (vehicle) is a car, bicycle, bus, truck, or any means of carrying people or goods on land.

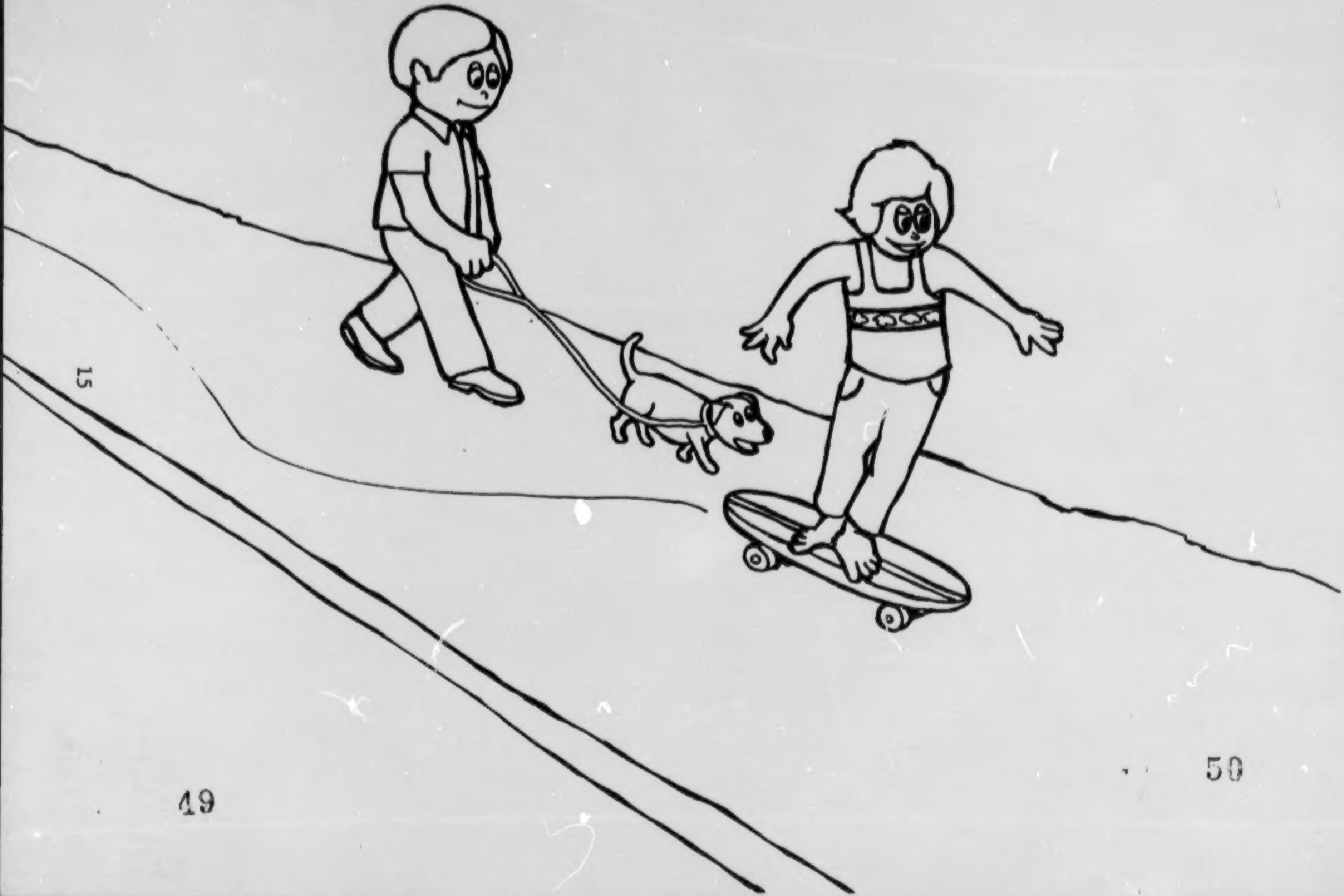


Draw a line going across the street
where you should cross to be safe.





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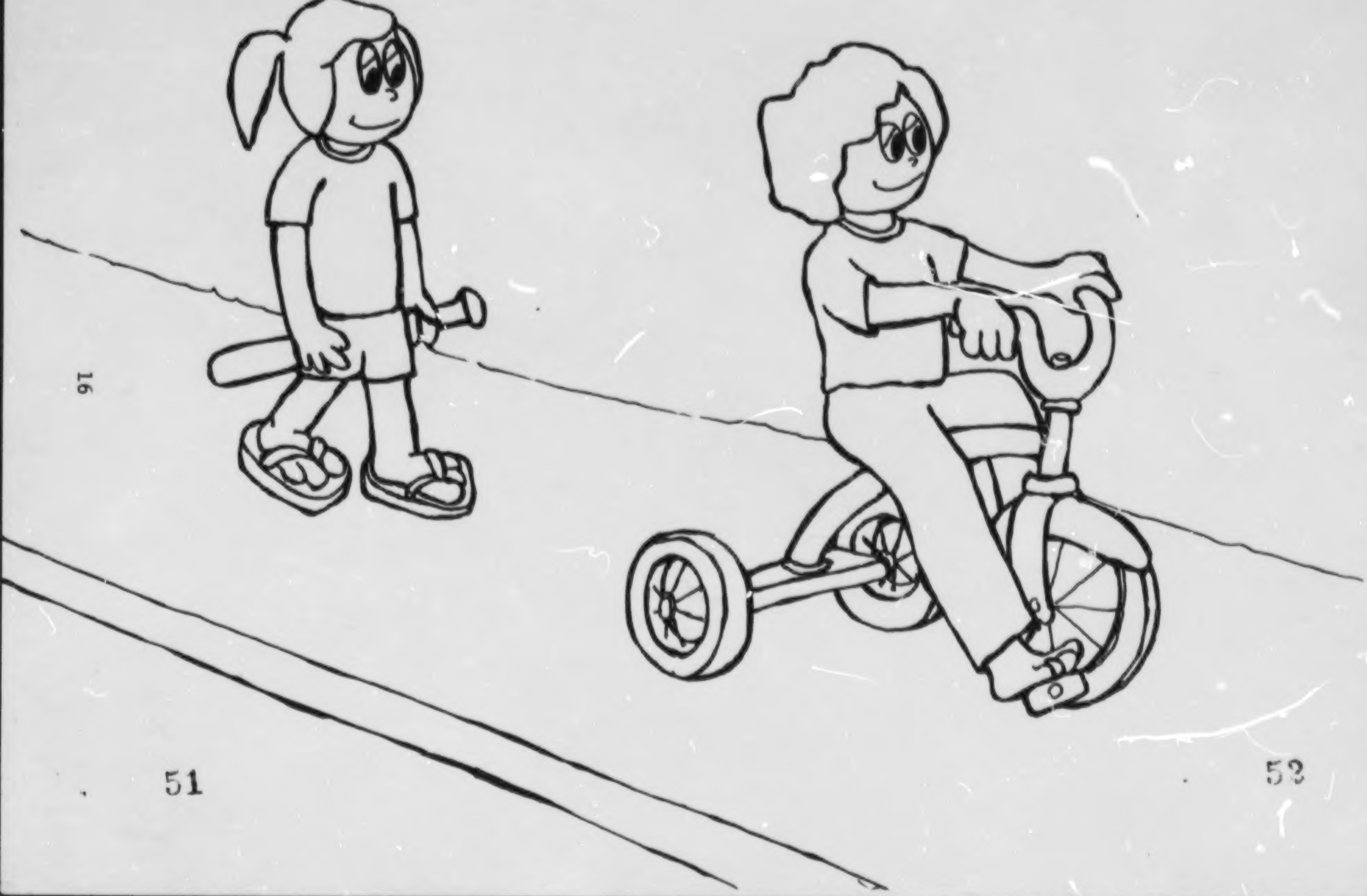
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LESSON THREE
DIRECTIONALITY

OBJECTIVE: Given specific examples of directionality activities, the child will be able to perform orally, physically, or in written form the activity with a reasonable degree of accuracy.

TEACHER INFORMATION:

Basic physical and mental perceptual skills are essential in order for children to function effectively in the traffic environment. Children must know the following:

1. Some things are in front of us; some things are in back of us.
2. Some things are to the right of us; some things are to the left of us.
3. Some things are to the right of another; some things are to the left of another.
4. Some things are higher than us; some things are lower than us.
5. Some things are higher than others; some things are lower than others.

SUGGESTED ACTIVITIES:

1. Duplicate the following worksheets. Utilize the chart provided to evaluate students. (see attached)
2. Where Am I? Ask the children to stand anywhere they would like in the classroom--next to, behind, or in front of some object. Have another child name an object in the room; the child who is standing must give the location of the object in relation to own position. For example, a child may say that the teacher's desk is behind.

DIRECTIONALITY

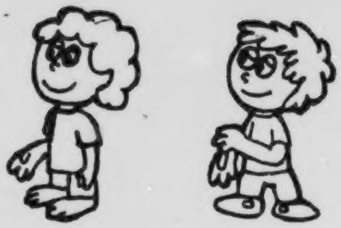
Post-test
Pre-test

Instruct children to perform the tasks below individually or in small groups. Use check sheet provided to indicate areas where the improvement is needed.

RIGHT AND LEFT DIRECTIONALITY ACTIVITIES															
1. Hop to the right															
2. Hop to the left															
3. Look to the left side of body															
4. Look to the right side of the body															
5. Point to the right side of your head															
6. Point to the left side of your head															
7. Point to your right foot															
8. Point to your left foot															
9. Touch your right shoulder															
10. Raise your right arm, shoulder, leg, etc.															
11. Bend the left knee, elbow, hand, etc.															

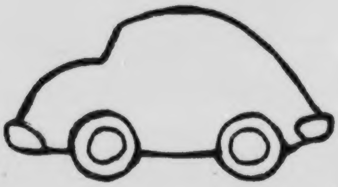
DIRECTION EXERCISE

1.



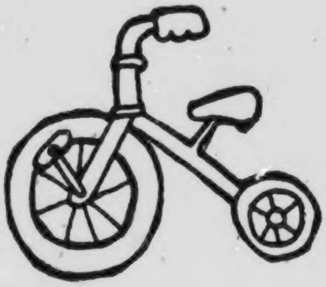
Draw a line from the girl to the boy.

2.



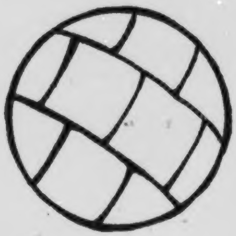
Put a dot in the center of the car.

3.



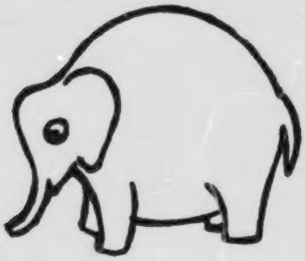
Put a dot next to the tricycle.

4.



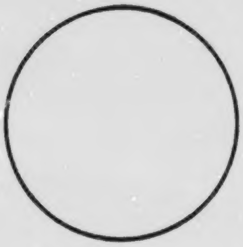
Put a circle under the ball.

7.



Put a dot over the elephant.

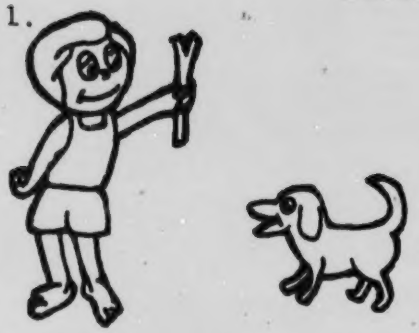
8.



Draw a line through the circle.

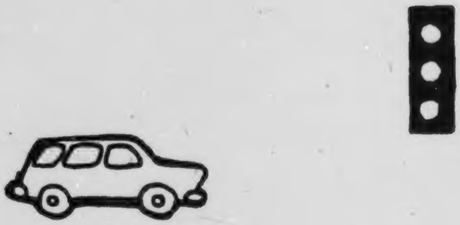
Direction Exercise

1.



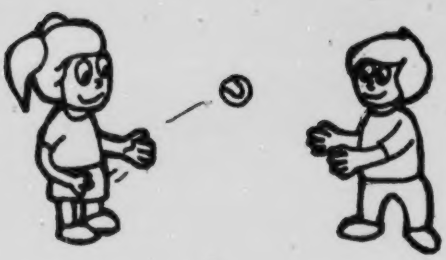
Draw a line from the boy to the dog.

2.



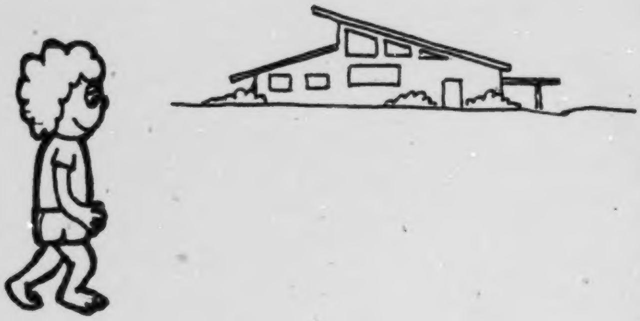
Draw a line under the traffic light.

3.



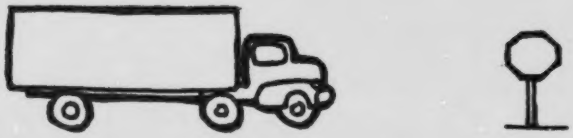
Draw a line from the girl to the boy.

4.



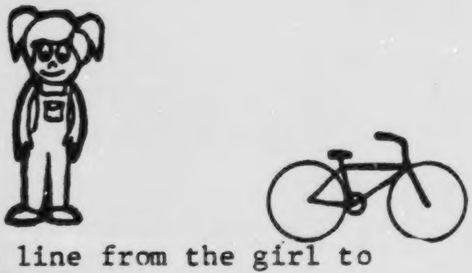
Draw a line from the boy to the house.

5.



Draw a circle around the stop sign.

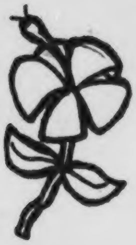
6.

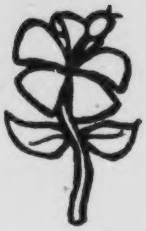


Draw a line from the girl to the bike.

Left or Right

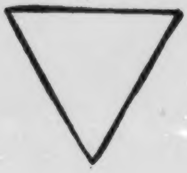
1.

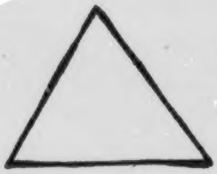




Draw a circle around the flower on the right.

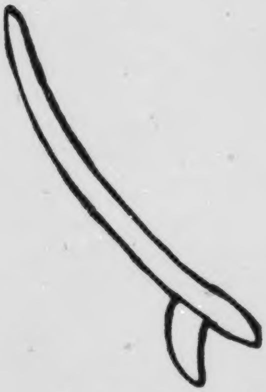
2.

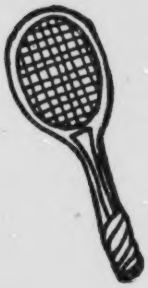




Put a dot in the center of the triangle on the right.

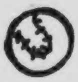
3.

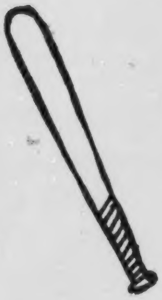




Draw a circle around the object on the left.

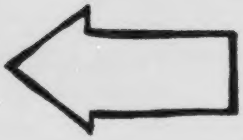
4.

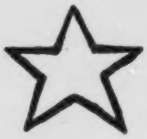




Put a dot in the center of the object on the left.

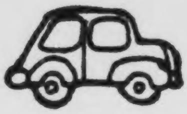
5.

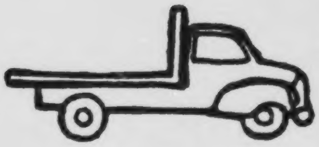




Draw a circle around the shape on the right.

6.





Draw a circle around the picture on the left.

Signals & Symbols II

LESSON FOUR
TRAFFIC SIGNAL LIGHT

OBJECTIVES:

a. The child will know the meaning of red, yellow, and green lights in a traffic signal.

b. The child will know the correct color in proper order.

c. The child will be able to respond correctly when he/she sees the red, yellow, and green signal light.

TO THE TEACHER:

The child needs to know that the traffic lights are provided to help control traffic of cars and pedestrians.

You may make your own battery operated light using the suggestions provided.

Some intersections do not warrant the use of the light because of less traffic flow or of fewer number of accidents occurring in the area.

TEACHER INFORMATION:

Traffic lights are there primarily to control vehicular traffic. The pedestrian needs to be sure that traffic vehicles see and respond to the traffic signals before he/she can move safely across traffic.

SUGGESTED ACTIVITIES:

1. The teacher should hand out the attached worksheet of the traffic light along with red, yellow and green crayons.

   The teacher may want to discuss the worksheets as follows:

   > "Color the traffic light, being careful to put the color in the right position".
   >
   > "Where does red go?"
   >
   > "Where does yellow go?"
   >
   > "Where does green go?"
   >
   > "If the traffic light tells the driver or pedestrian to stop, what color is showing?"

"What does the yellow light tell the driver and pedestrian to do?

"What light is yellow?"

"What does the green light tell the driver and pedestrian to do?"

"Which light is green?"

2. Traffic Signal Light for Classroom Window. To help the children to become familiar with the traffic signal light, trim the corners of a sheet of yellow construction paper so that it has the overall form of a traffic signal light. Cut out three circles (vertically) the size of a signal light. Mount red, yellow and green cellophane paper on the back, forming a signal light. Display this in the classroom window.

3. Milk Carton Traffic Signal Light. Cover a milk carton with black construction paper. On one side put one red circle at the top. On side two put one yellow circle in the middle. On side three put one green circle on the bottom. On the fourth side, put all three circles in position with masking tape so as to change positions of the colors. Attach a paper towel roll to the bottom by cutting a hole in the bottom of the carton. Insert the tube, secure it with tape around the hole, and cover the paper towel roll with black construction paper. After the traffic signal light is made, set up an intersection and let children take turns manipulating the signals.

   Ask one child to hold the traffic signal light and have the rest of the class stand opposite the child with the traffic light.

   First show the red side of the traffic light. Ask the children, "If you were a driver or a pedestrian, what would you do if you saw this light?"

   Show the yellow side and ask the children to show what they do when they see this light. Show the green side and ask the children to show what they do when they see this light.

   Now show the side with three circles (first put the circles in incorrect positions). Ask what's wrong with the traffic light and have one of the children arrange the colors in the proper positions.

   Then point to different colors and ask the meaning of each color.

4. Make four overhead transparencies:

   Bottom sheet: an outline of a light box with three circles
   Next: a circle of red color to fit the top circle
   Next: a yellow circle
   Next: a green circle

5. Use stick figures, or flannel board characters, the model intersection to show pedestrians and cars to stress the use of the eyes to watch for turning cars, etc. Do not just rely on the light.

6. Draw a Traffic Signal Light. Give the children crayons and a blank piece of paper. Ask them to draw a picture of a traffic signal light from memory. Ask them to look at each other's picture to see if the colors are placed correctly. Ask the children what they do at the traffic signal light.

7. Red Light, Green Light.

   One child stands in front of the room, facing away from the class. The class stands at the opposite end of the room. The child in front, without turning around, will say "green light" and the class quietly walks toward him. The student may say "red light" at anytime. When this is said, the class stops immediately. The leader quickly turns around and if anyone is moving, they are either out of the game or sent back to the starting line.

   The previous game can be utilized with signs held by the teacher saying "walk" and "don't walk". (Provided in section on traffic signs.)

8. Take a trip to a corner with a light. There you will be able to show the children approximately how long each color lasts on the light, how cars turn into the pedestrian walkway, especially toward the end of a green light and how to safely cross the street.

9. Poem

Traffic Lights

Do you know what traffic lights say to you?
Do you know what traffic lights say to do?
Yellow says, "Be careful".
Green says, "You may go",
But red is most important, it says "Stop!"
You Know.

A realistic traffic signal can be made from a long piece of black tagboard. Cut three round holes and back them with thin red, yellow, and green paper so light will show through. A child can stand beside the flannel board with the signal and use a flashlight behind each color as the poem is said.

"RED SAYS STOP"

Pictures needed for this story:

chart with safety poem
red circle
yellow circle
green circle
blue bus
trailer truck
cement mixer
pick-up truck
motorcycle
small car
police car

(Place picture or symbol on flannel board at point where its name appears in capitals in the story.)

Manu's teacher wrote a poem on a CHART. This is it. Let's read it together. (As children read or say poem, child flashes light behind colors on signal, teacher places colored felt circles on flannel board,

RED on top, and GREEN below.

RED says "Stop!" and GREEN says "Go".

YELLOW says "Wait" even if you're late.

(Remove chart from flannel board or put it at the side.)

Do you know what Manu did? He learned the poem - every word of it!

Now that very afternoon, as Manu was walking home from school, he saw a BLUE BUS carrying people from Waikiki to Kaneohe. Would the blue bus know the poem? Manu watched to see.

(Each time the name of a color appears in capital letters hereafter, the storyteller either points to the corresponding felt circle on the flannel board or the child who has the signal to operate holds the lighted flashlight behind the appropriate color.)

The light was YELLOW. The blue bus slowed down. The light was RED. The bus stopped; someone in the bus waved to Manu. The light turned GREEN. On went the bus. Yes, the blue bus knew the safety poem. Let's see if you remember it.

(Children and teacher say safety poem.)

Manu said, "When I grow up, I want to be a driver of a blue bus. Wait and see."

"Well, what is coming now?" Manu wondered.

It was a big GARBAGE TRUCK. The light was GREEN but the garbage truck did not go faster. The light was YELLOW. The truck slowed down. The light was RED. It stopped. Yes, the garbage truck knew the safety poem.

(Children repeat it.)

Manu said -- (Children say Manu's "I want to be" poem using "driver of a truck".)

Manu walked along. Each time he came to a traffic light, he watched to see if things on wheels driven by people knew what to do. All at once he saw a CEMENT MIXER.

"Oh dear", said Manu. "That cement mixer is awfully big. Maybe the driver can't see the traffic lights". But the cement mixer stopped when the light was RED, just as nice as you please. It, too, knew the safety poem.

(Children repeat poem and Manu's "I want to be" verse.)

Next an old PICK-UP TRUCK came along carrying vegetables to market. "I wonder if the pick-up truck knows the safety poem", thought Manu as he walked along the sidewalk, being careful not to bump into anyone.

But the pick-up truck didn't even slow down! Do you know why? Yes, the light was GREEN.

(Children say safety poem and Manu's "I want to be".)

Along came a MOTORCYCLE. Maybe it didn't know the traffic rules! Of course it did. The driver was a police officer who was particularly careful.

Manu said the safety poem to himself as he walked along.

(Children say safety poem and Manu's "I want to be".)

"Whiz!" A SMALL CAR came along, going too fast. The light turned RED, but the small car was going too fast to stop. "Screech!" A car going the other way had to put on its brakes very fast.

(siren sound) A siren! Was there a fire? No. (siren sound) Was an ambulance coming? No. (siren sound) Was it a POLICE CAR? Yes.

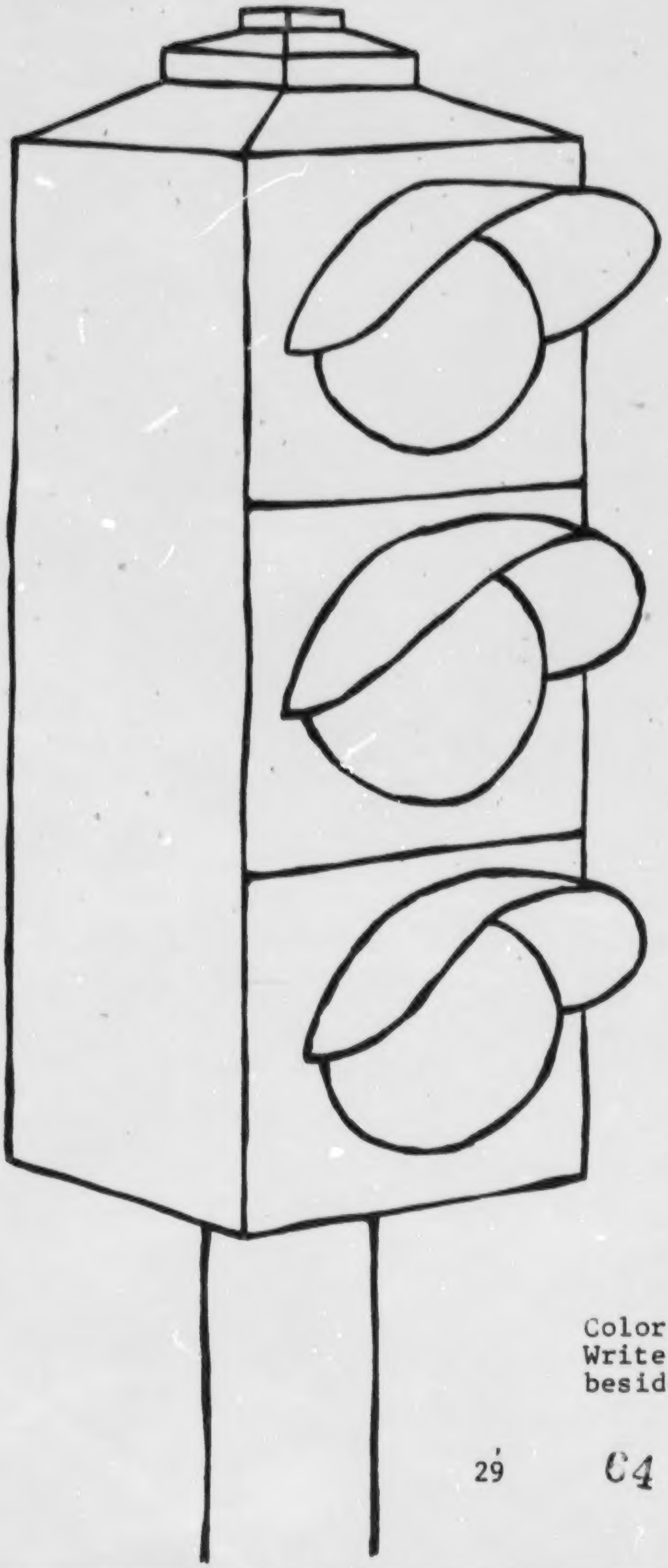
"Someone is going to get a ticket," said Manu sadly. "I guess the driver never learned the safety poem." But you and I know that the driver of the small car did know the safety rules. The driver just didn't think. The police officer gave the driver a ticket so next time the safety rules will be remembered.

By now Manu was home. His mother gave him a kiss and a cookie.

Between bites of the cookie, Manu said, "I learned a safety poem today." And he said it for his mother.

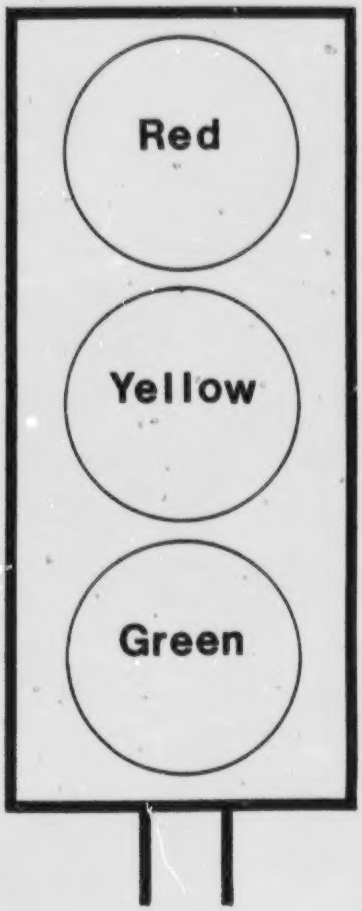
Maybe you can say the poem for your mother when you go home from school this afternoon. Shall we see?

(Children repeat the safety poem, which teacher has removed from the flannel board, to test their memories.)



Color each light correctly.
Write the name of the light
beside it.

THE TRAFFIC LIGHT*



THE TRAFFIC LIGHTS WE SEE AHEAD
ARE SOMETIMES GREEN,
AND SOMETIMES RED.

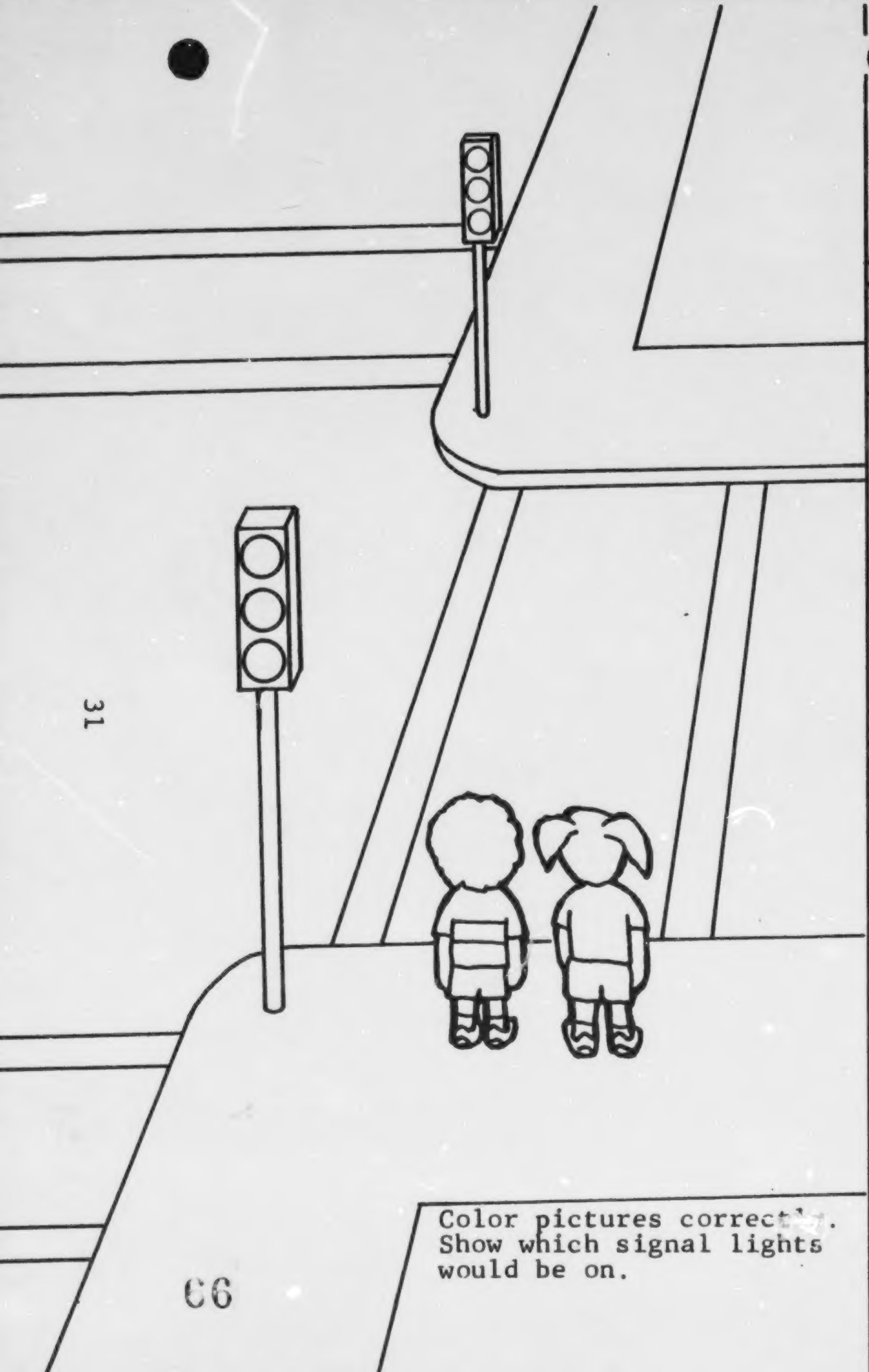
RED ON TOP,
AND GREEN BELOW.

RED MEANS STOP,
AND GREEN MEANS GO.

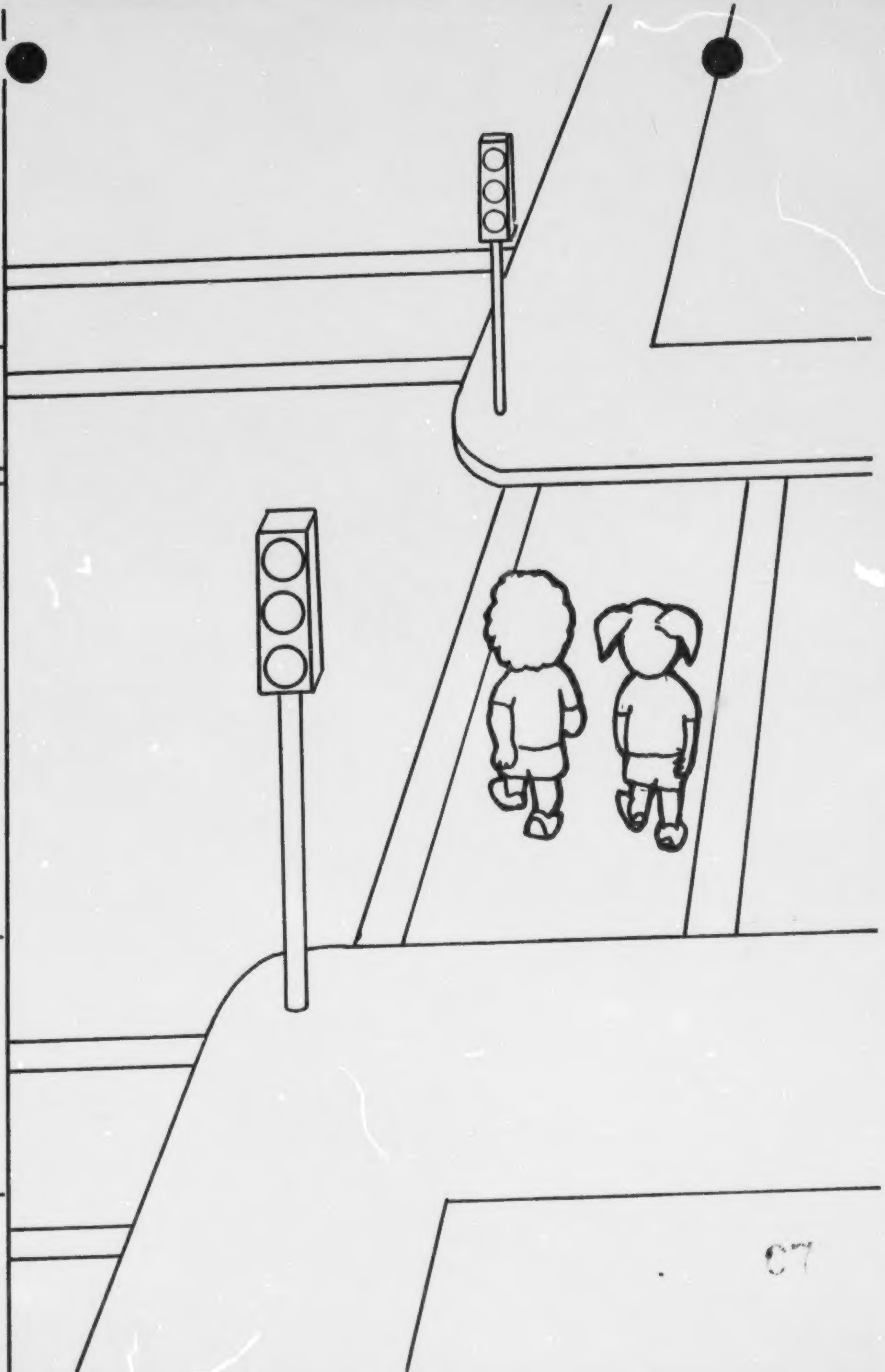
RED ON TOP - STOP, STOP, STOP.
GREEN BELOW - GO, GO, GO.

* Author Unknown

If so desired, have students write another stanza for the yellow light.



Color pictures correctly.
Show which signal lights
would be on.



LESSON FIVE
WALK - DON'T WALK SIGNAL

OBJECTIVE: Using a worksheet showing a large drawing of a WALK-DON'T WALK sign, students will indicate their understanding of how a pedestrian would react correctly to each instruction.

TEACHER INFORMATION:

1. If possible, cross only at marked intersections or crosswalks.

2. Stay on the curb, out of the street, when waiting to cross.

3. If the crossing is controlled by a police officer, adult crossing guard, or J.P.O's, follow their directions.

4. If the crosswalk is not controlled in any way, pedestrian must look all ways and cross when the intersection is clear.

5. Always walk, don't run, across the street.

6. If the crossing has WALK-DON'T WALK signs, follow their direction but still look all ways and be very careful.

   (The WALK sign usually has a white or green light behind it. The DON'T WALK sign utilizes an orange or red light.)

7. Push button control. Where the control is present, the button must be pushed to get a "WALK" light. Pushing the button gives you a longer time to cross the street.

8. If the DON'T WALK sign comes on after stepping off the curb and starting across the intersection, continue across the intersection. If you have not started to cross the street, remain on the sidewalk and wait for a new walk signal.

SUGGESTED ACTIVITIES:

1. Conduct a class discussion in regard to WALK-DON'T WALK signs. Discuss how these signs are coordinated with traffic signals in most cases. However, stress that signs do not really stop traffic - only drivers do that.

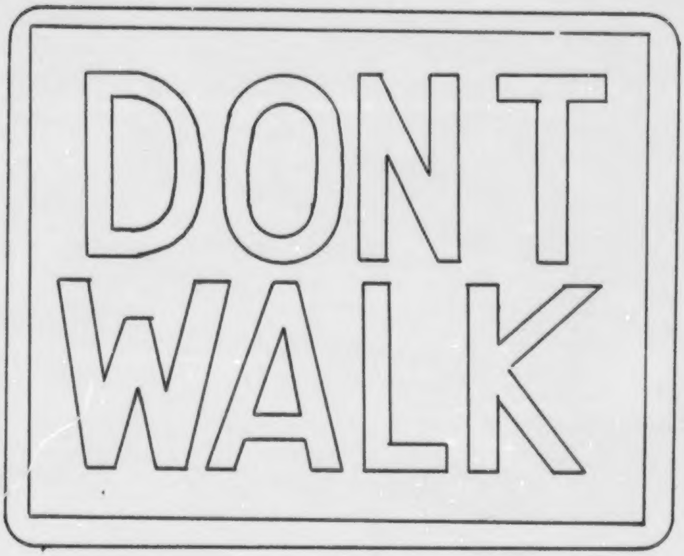
2. On the playground, try a variation of "Red Light, Green Light". Enlarge and color the "WALK-DON'T WALK" signs. Students line up on the baseline. When the walk sign is held up, students begin walking to the finish line (50-100 feet away). Anyone who runs must return to the baseline. When the DON'T WALK sign is held up, students must stop immediately. Any "sneakers" go back to the baseline. The first one to reach finish line is the winner.

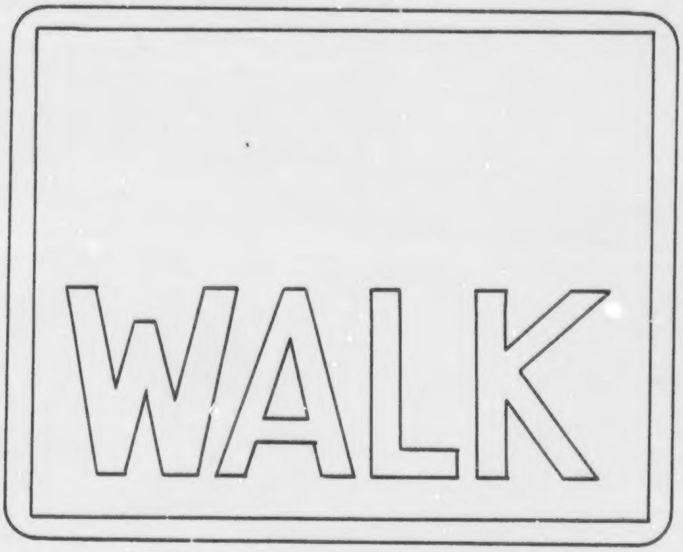
3. Ask for answers to these questions:

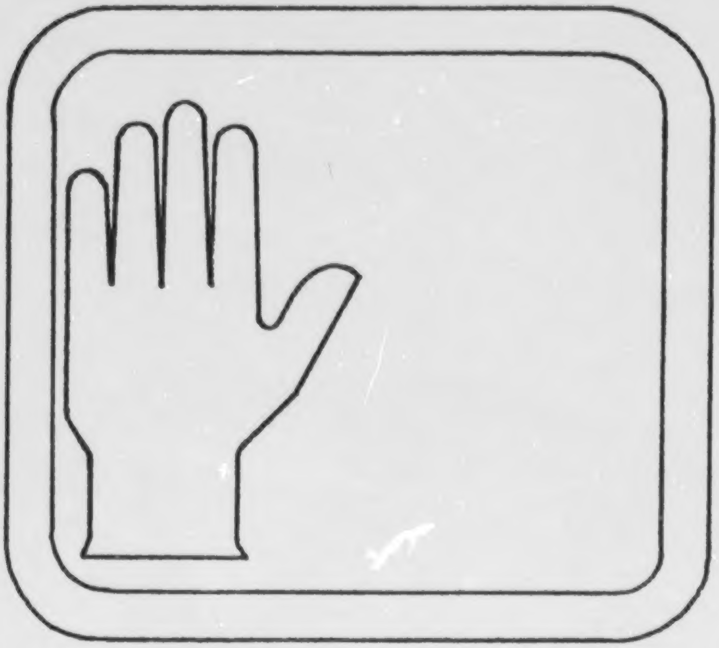
   a. When the light is green and the DON'T WALK signal is on, which should you obey?

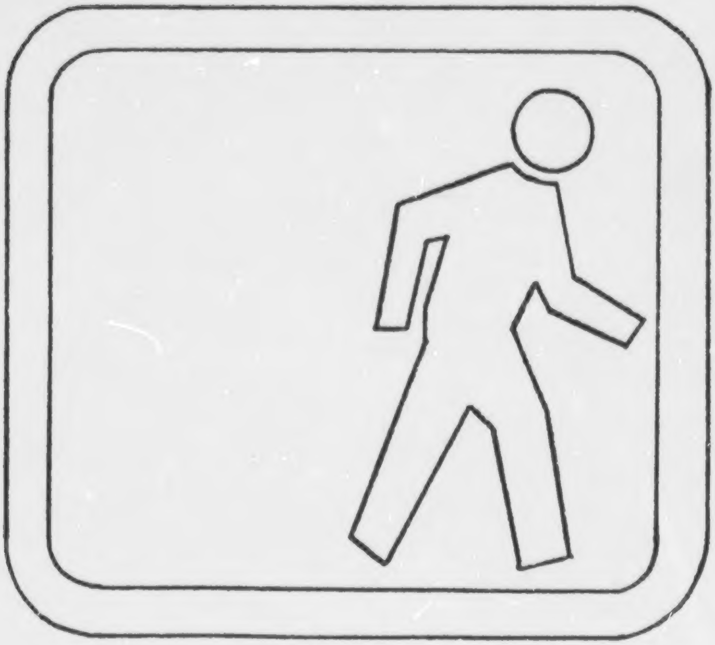
   b. Your sign says WALK but there's a car making a turn into the street towards you. What would you do? How would you react? What might happen?

4. Have the children role-play, taking turns holding the DON'T WALK and WALK signs. The table model may be also used for extra practice.


DONT
WALK


WALK





LESSON SIX
TRAFFIC SIGNS

OBJECTIVE: The child will be able to match and name geometric shapes to the appropriate signs. The child will be able to identify the traffic signs and relate proper behaviors to them.

TEACHER INFORMATION:

1. Pedestrians should know all traffic signs so that they know what they are to do and what the cars are to do.

2. They also need to know the signs and signals that a pedestrian must obey -- PED X-ING, crosswalk patterns, traffic lights. Pedestrians have the right-of-way in crosswalks -- nowhere else.

3. A new system of highway signs, signals, and markings is being instituted throughout the United States and the world. The new system uses symbols, colors, and shapes to convey traffic messages simply and uniformly. A visitor from France or Japan will recognize the signs because these signs are same throughout the world.

   The different colors and meanings are:

   Red - stop or no,
   Green - directional information,
   Yellow - warning,
   Blue - services for motorists,
   Orange - roadwork ahead,
   White - regulatory,
   Brown - parks and recreation,
   Mixed - specific signs, such as TRAFFIC SIGNAL AHEAD.

   Two basic symbols to know are the red circle and line which mean no and are used with other symbols, and the arrow and island which indicate the direction of traffic flow. Other symbols give information through pictures.

SUGGESTED ACTIVITIES:

1. Ask: How do we depend on symbols to guide us? Let's list all the symbols that we can think of that get us to and from school safely. It is here that you can start listing these symbols, i.e., the many-colored traffic light, the red octagonal stop sign, the rectangular sign of warning, SLOW SCHOOL ZONE, the crosswalks, etc.

   Symbols can be words. How do we react to the exit sign?

   What does it tell us?

   What does the word "yield" mean to us?

   Why is it necessary to know the meanings of symbols that we see and use daily?

2. Seeing Similarities. Place a circle, square and triangle on a flannel board. Give the children duplicates of the three shapes and let them match their duplicates with those on the flannel board.

3. Recognizing Distinctions: Make two shapes each of a circle, square, and triangle. Put three shapes, two of which are alike, on a flannel board. Ask the children to pick the "different" shape from the group.

4. Cut and Paste. The children should cut out replicas of traffic signs and paste on the correct shape; then color the signs correctly.

   Cover the following:

   1. Pedestrian crossing sign - point out that this is placed at crosswalks where children should cross.

   2. Stop sign

   3. Crosswalk and signs

   4. WALK and DON'T WALK

   Display reproduction of signs (signs attached).

   The teacher may ask the following questions about each sign:

   "Does anyone know what this sign is called?"

"What color is it?"

"What special shape does it have?"

"Why is this sign important?"

5. The teacher should draw a street intersection on the board and discuss the signs that we may find there. Have the children draw a copy of the intersection individually. Leave it up to them to place the traffic lights and signs, street signs, crosswalk, etc.

6. The teacher may now encourage role-play activity using a table top intersection, toy cars, and other objects. The teacher may turn the whole classroom into a mock traffic environment by making aisles into "streets" and attaching signs from the traffic sign kit to the desks. You may direct the first hypothetical situation and have the children follow. One child may be the pedestrian, one may be the auto driver, bicycle driver, or other pedestrian.

   Examples:

   a. A pedestrian is crossing an intersection at the corner. A car is slowly approaching that corner and is about to turn into the path of the pedestrian.

      What will the auto driver do? Can anyone think of a safety rule that may be applied to a situation such as this? Can anyone think of any symbols that were created for this very situation?

   b. Two cars are approaching the same intersection at the same time. Who has the right-of-way?

   c. A car is pulling out of the alley into traffic (use middle of road). A child is beginning to cross that alley.

   d. The WALK sign is on. A pedestrian steps off the curb and hears a siren. React!

   e. Have children think of other situations in which an accident is likely to occur. Encourage the children to react by identifying the hazards involved and predicting the consequences.

      Examples: A child is crossing on the crosswalk. A bike driver, although stopped with the red light, continues rolling into that crosswalk. The child, in an effort to move around the driver, is forced into the moving traffic. Let's predict what could happen.

7. Have children create their own symbols and use these symbols one day to guide the other children.

8. Make a chart: "Traffic Accidents Happen Because".

9. Set up a Safety Current Events Bulletin Board.

10. Color two copies of a sign and cut them out. Make paper bag costumes. The teacher should cut a hole for the head and cut two side holes for the arms. The children will paste one sign on the front and one sign on the back. Use bag costumes to role-play traffic games.

    Draw streets and intersections on the classroom floor with chalk or tape.

    Students take turns being the signs and pedestrians. Use signs to guide them in following proper safety procedures.

    The teacher may proceed as follows: The children should be grouped in front of the teacher. Ask the following questions, displaying no signs as yet:

    Riddle: I'm thinking of a red traffic sign
    It has four white letters that spell
    s-t-o-p across the middle.
    It stands on the corner
    What's my name? (stop sign)

11. Step and Stop Game. Place large replicas of traffic signs on circular floor space. Construct six to eight extra STOP signs from red construction paper. The game begins with each child standing on or near one of the signs. The teacher plays a musical record, and the game proceeds as in musical chairs. Children march to music and claim a sign when the music stops. STOP signs are free areas where no questions are asked. Children landing on signs other than STOP signs must explain the meaning of the sign. Any child unable to define the sign must sit down and one of the STOP signs is removed. Those children left in the game after all STOP signs are removed are declared winners. To make the game more difficult, quiz the children on safety rules or tell where they see this sign in their community, instead of asking them to identify the signs.

12. Traffic Sign Puzzles. Make traffic signs from masters for reproduction. Color each traffic sign and place it on a flannel board. Make another set of traffic signs, color them and cut them into large pieces. Have the children take turns putting the pieces together on the flannel board beneath the correct whole sign. Make additional copies and allow the children to color them. The copies may be used for a bulletin board or stapled to make a book of traffic signs.

13. Sign Mobiles. Let the children make "sign mobiles" for the classroom. Have them cut from heavy construction paper, pointed cardboard, or colored felt the various sign shapes, making sure that they have used the right colors. Have them attach the proper lettering and make the signs two-sided. The signs may be suspended with string from coat hangers, sturdy branches, or dowels.

14. Upon observing blank traffic signs, the students will identify, in writing, the type of sign by its shape and what action pedestrians should take under actual conditions.

Discuss: Who must obey signs?

What can be done if citizens think there should be more signs in the community?

Can you report on personal observations regarding failures to observe signs?

Who is responsible for the location of signs?

76

Standard Colors

☐ RED:
Stop or prohibition

☐ GREEN:
Indicated movements permitted, direction guidance

☐ BLUE:
Motorist service guidance

☐ YELLOW:
General warning

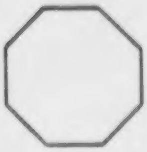
☐ BLACK:
Regulation

☐ WHITE:
Regulation

☐ ORANGE:
Construction and maintenance warning

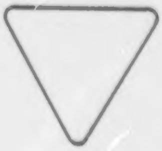
☐ BROWN:
Public recreation and scenic guidance

Standard Shapes:

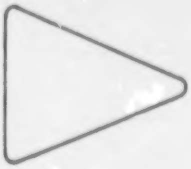


OCTAGON:
Exclusively for Stop signs

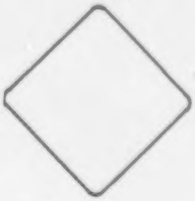
HORIZONTAL RECTANGLE:
Generally for guide signs



EQUILATERAL TRIANGLE:
Exclusively for yield signs

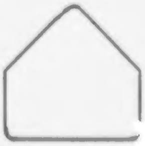


PENNANT:
Advance warning of No Passing Zones

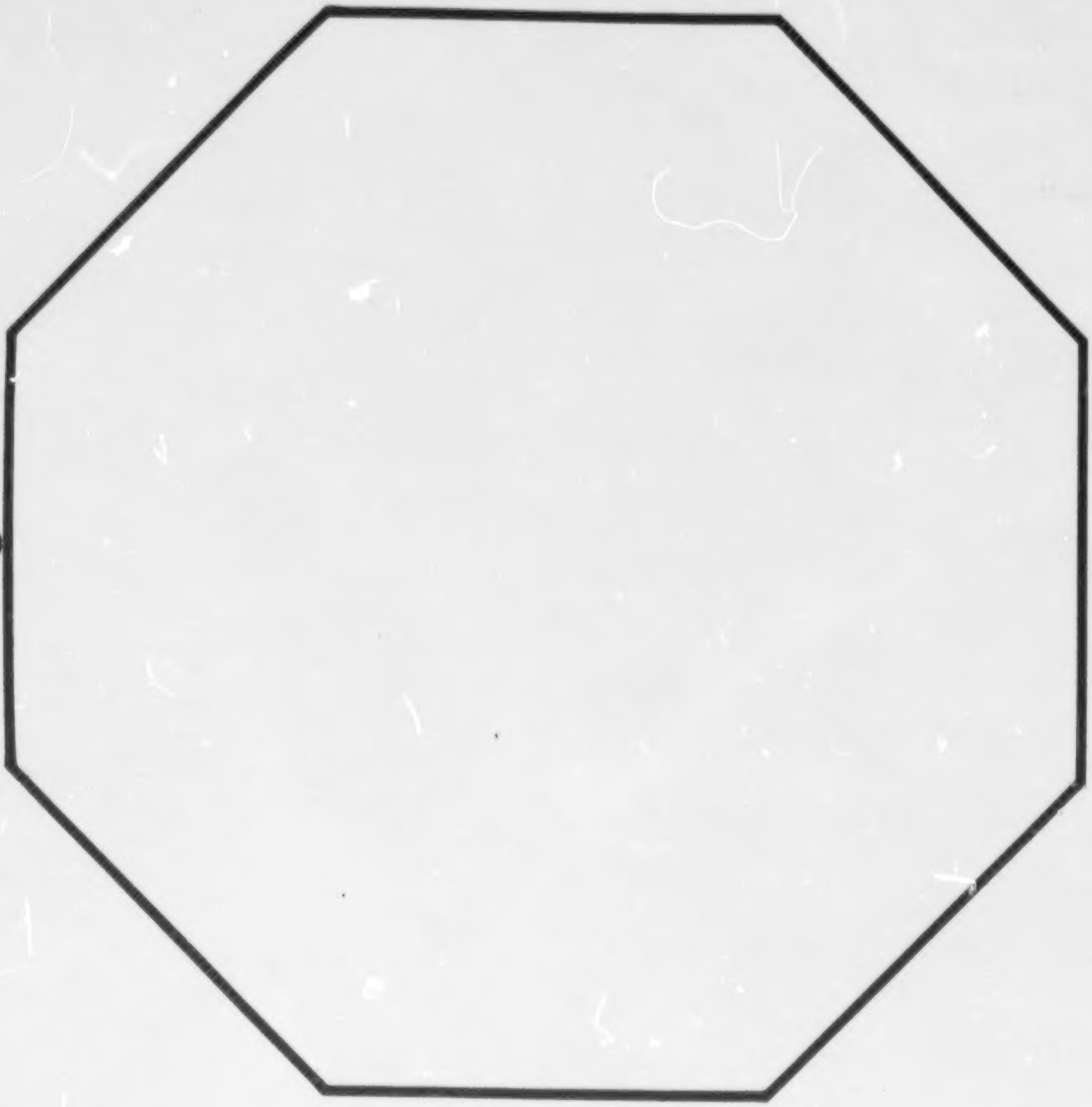


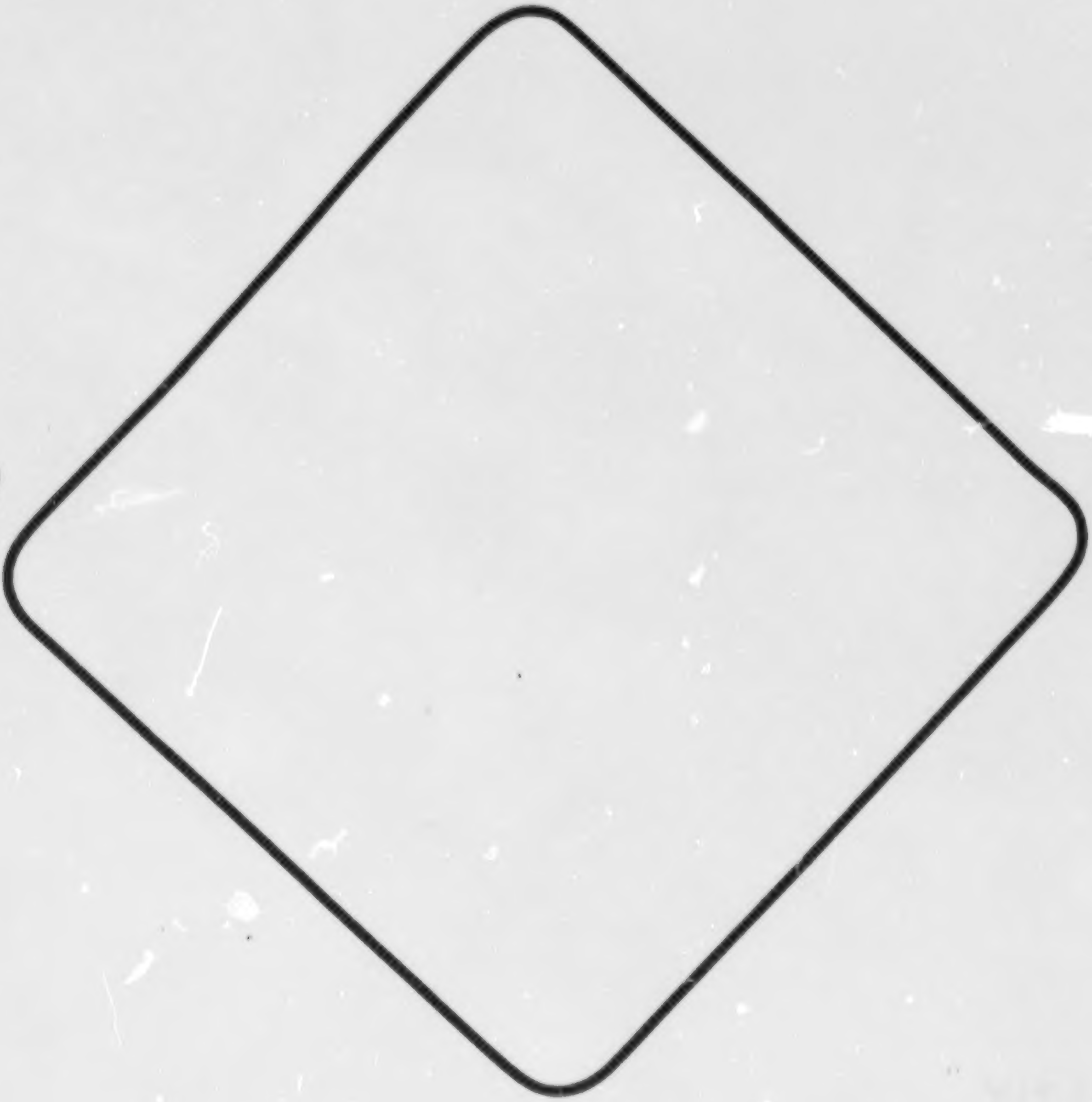
DIAMOND:
Exclusively to warn of existing or possible hazards on roadways or adjacent areas

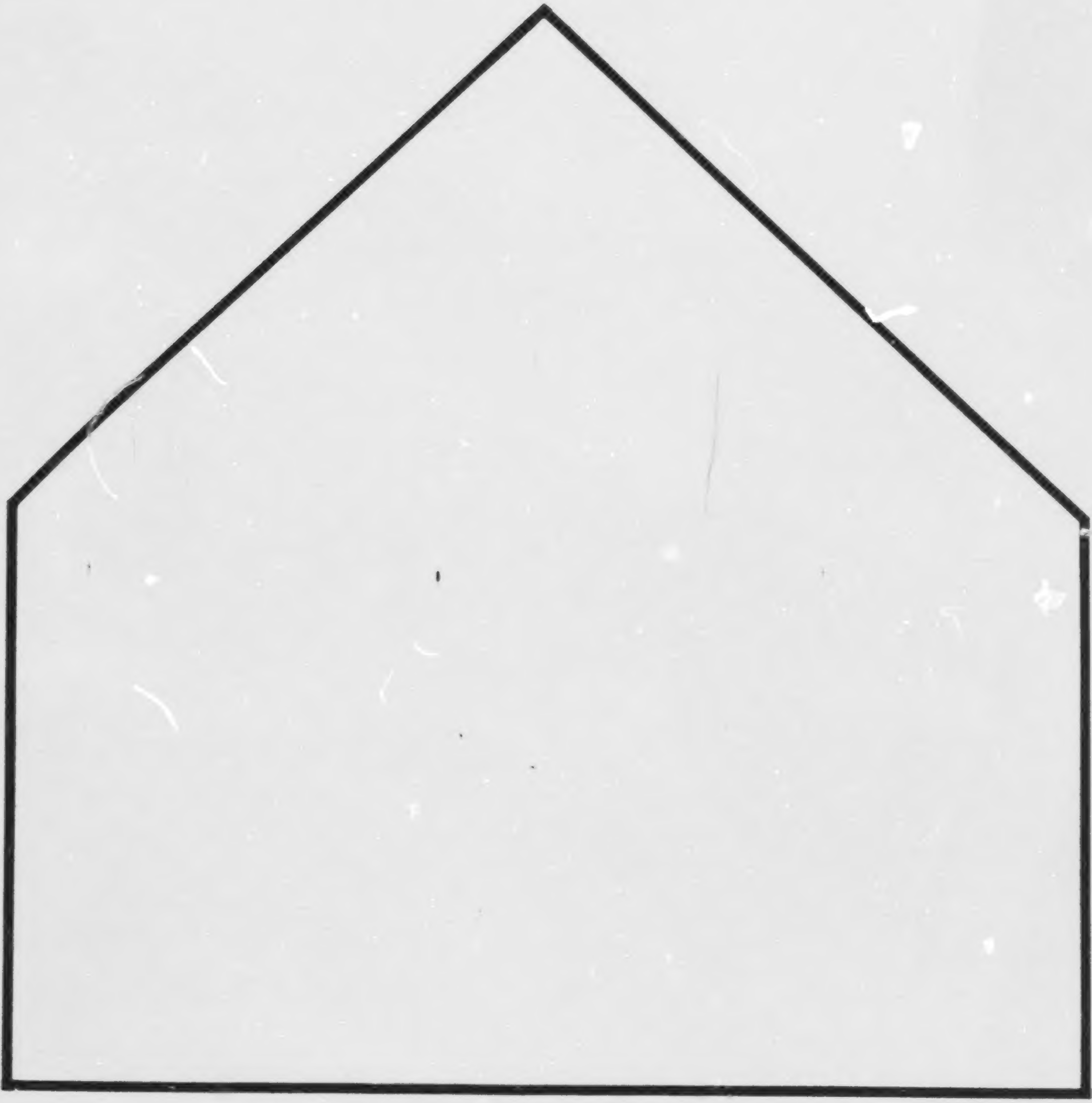
VERTICAL RECTANGLE:
Generally for regulatory signs

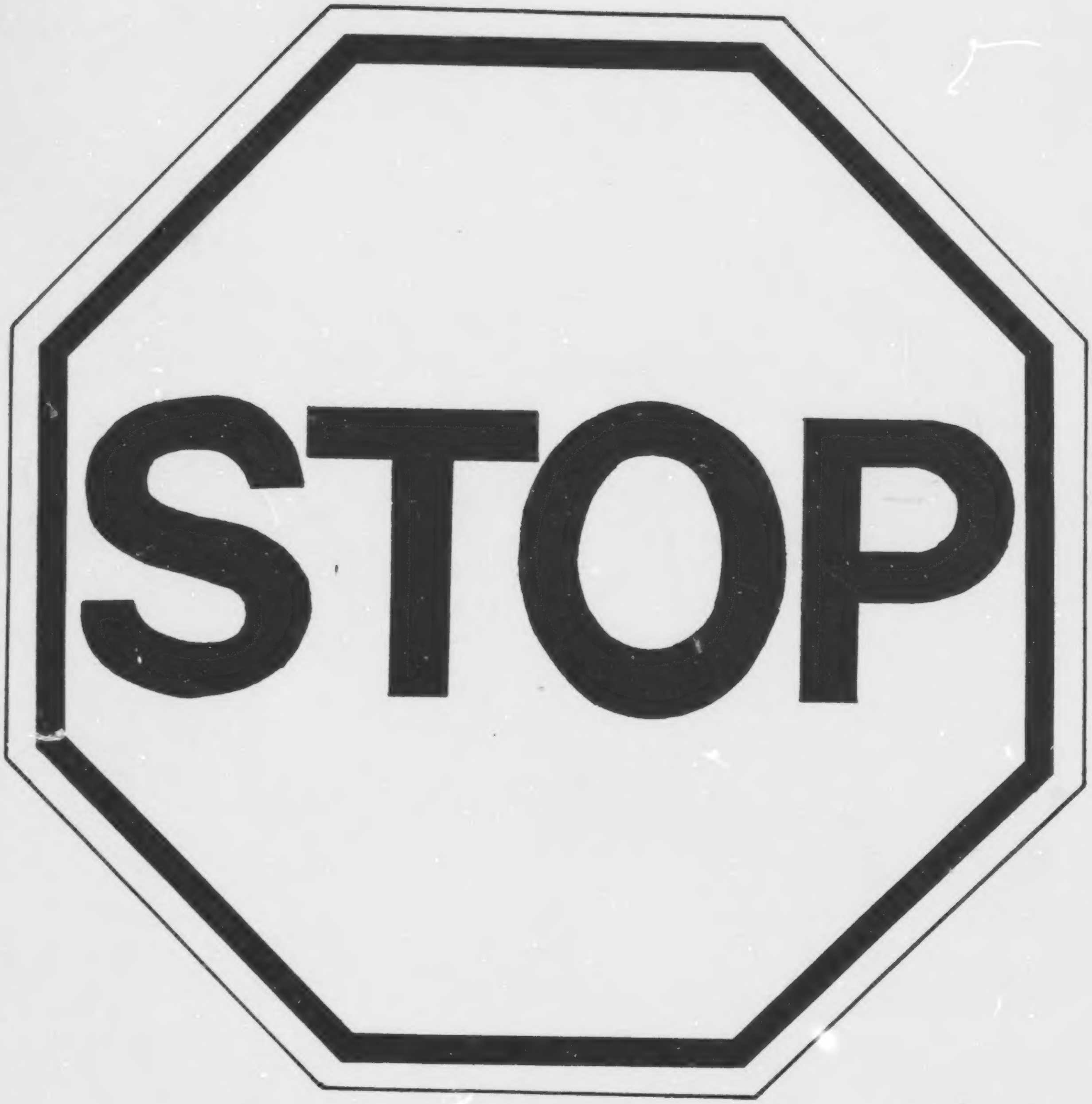


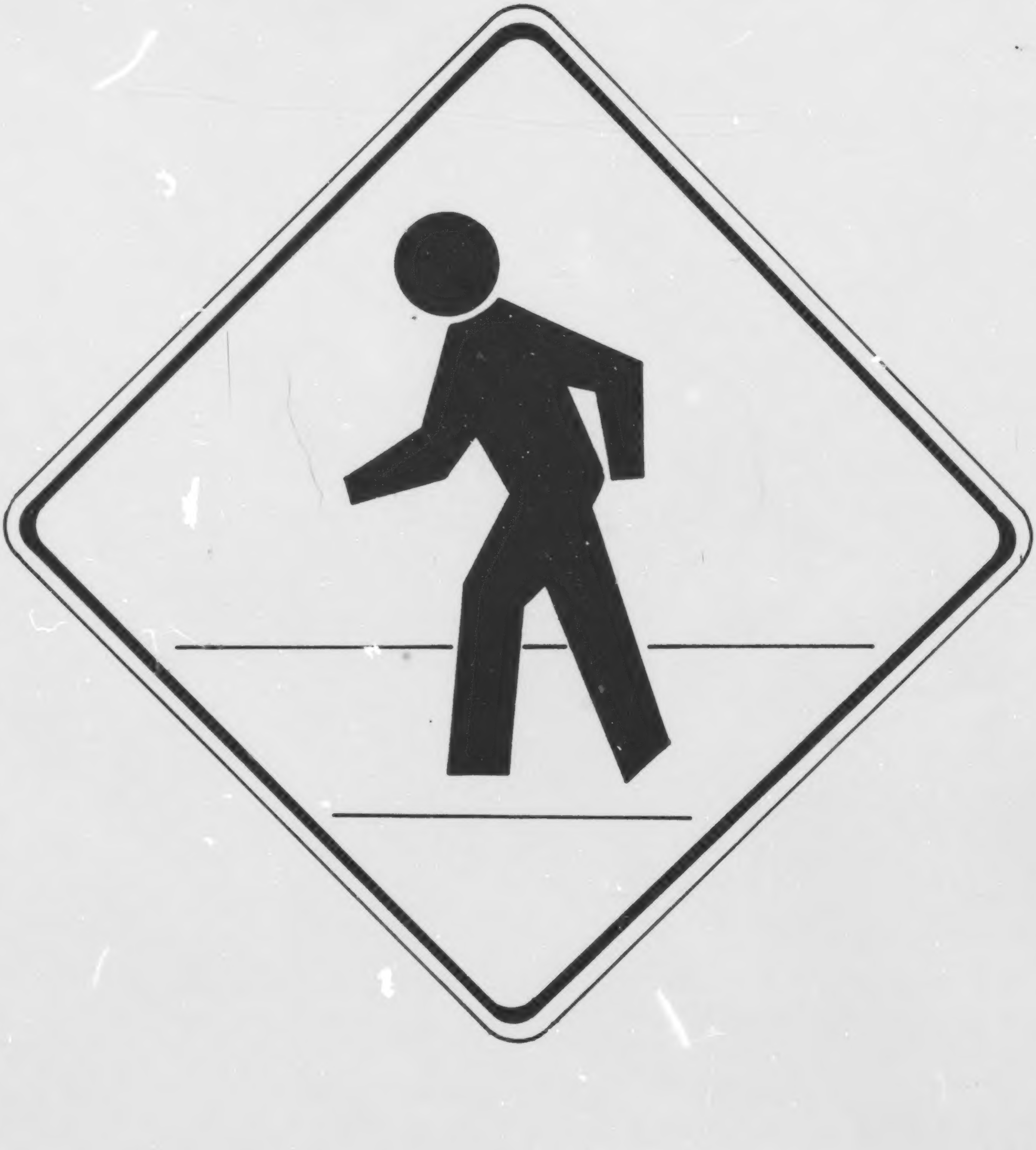
PENTAGON:
School advance and school crossing signs

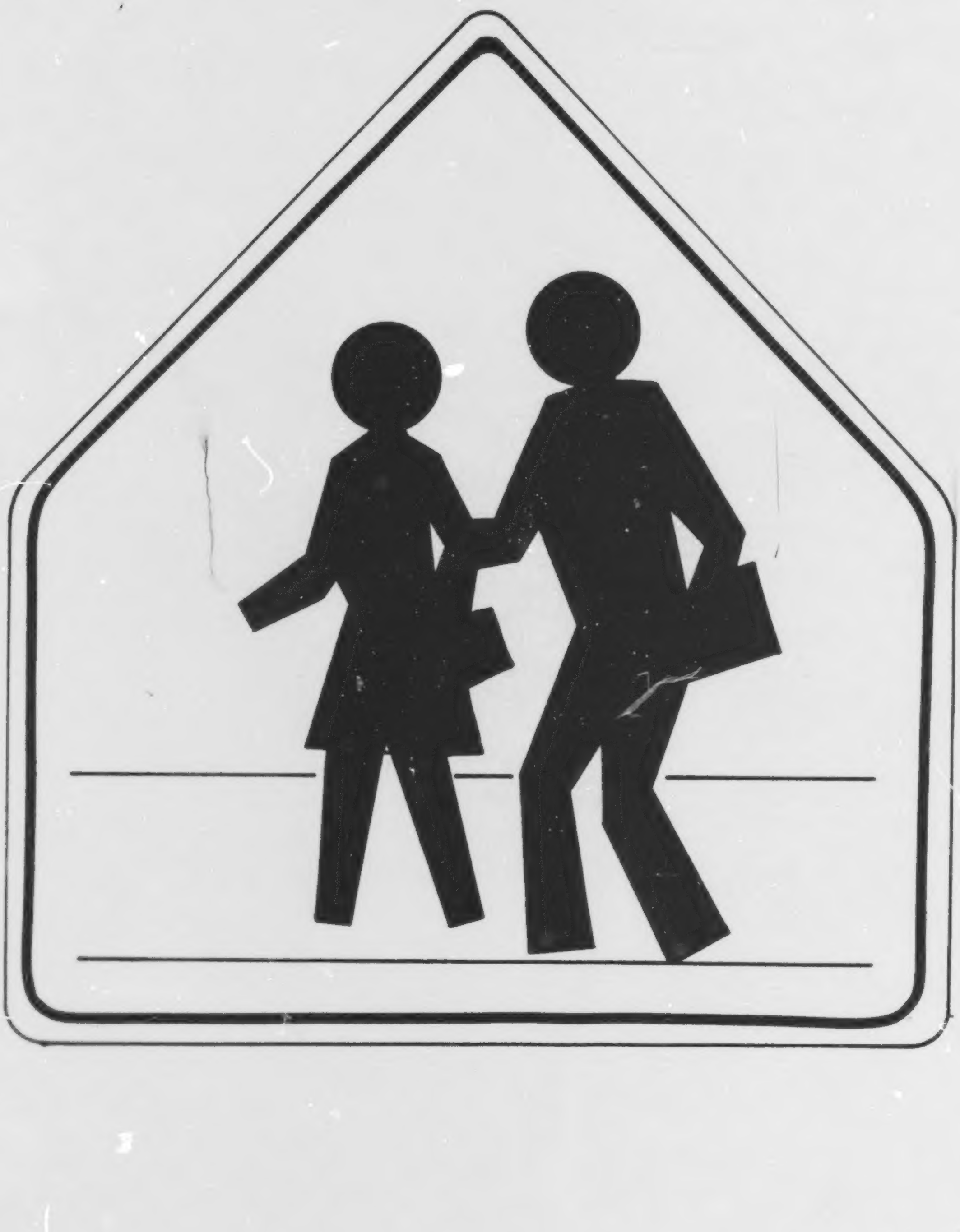







STOP





Decision-Making & Auditory Discrimination III

LESSON SEVEN
DISTINGUISHING SOUNDS

OBJECTIVE: The child will be able to distinguish between important noises in the traffic environment and unimportant background noises after a series of learning experiences.

TEACHER INFORMATION:

Children must not only learn to look for cars but also to listen for them. Many times the child's view can be obstructed and a car will turn a corner suddenly or pass another car. With no conditioning to listen for such vehicle sounds, the child can be in great danger.

The brain usually concentrates on senses that give specific information demanded by the situation and filters out other sound. It is important that the pedestrian know in advance what sounds are clues to judgment and are warning signals in traffic situations.

SUGGESTED ACTIVITIES:

1. Where Did The Sound Come From. Children can often identify sounds; however, it is important that they also learn the direction from which the sound is coming. Blindfold a child. Ask another child to stand to the side, front or back of the blindfolded child, and make a noise. Ask the blindfolded child to point out the direction from which the sound came. Variation: Use different sounds that vary in volume: i.e., whistle, bell, snapping fingers, etc.

2. Sounds I Hear. Ask children to make a list of things that they might hear on the way home from school (no matter how they travel). Have them take their lists home and mark with a check each item they actually did hear on the way. Ask them to bring their lists back to class the next day. Have them compare their lists with others in the class and then mark on their own lists the sound they like best (circle this word) and the sound that was most important as far as their safety was concerned. (Draw a rectangle around this word.) Let them once again share their lists with others.

3. What Made The Sound? Have traffic sounds listed on the board. Have pictures of traffic objects on a flannel board close to the blackboard. Ask the children to run strings from the traffic sound to the pictures of the objects that make the sound.

4. Imitating Traffic Sounds. Ask the children to play echo game. Tell them that you are going to tell them a story and ask them to give the sound information that each line has told them to give.

   At the corner:

   I hear big trucks with large wheels that go by. (Make sound.)

   I hear big cars with big horns. (Make sound.)

   I hear little cars with little horns. (Make sound.)

   I hear bicycles that go by with bells. (Make sound.)

   When all the cars stop, I hear . . . (Make sound.)

   When all cars go, I hear . . . (Make sound.)

5. Listening Skill. The purpose of this activity is to train children to listen so that they will be able to recognize auditory cues. Select familiar sounds which occur frequently in the classroom environment. Ask the children to guess what makes the sound. Let one child at a time sit in the corner. Blindfolds can be used.

   Shake a maraca.

   Turn an egg beater.

   Sweep with a broom.

   Use a pencil sharpener.

   Crumble a paper.

   Pour water.

   Saw wood.

   Ring a bell.

   Pop a balloon.

   Blow a whistle.

   Toot a horn.

   Hammer a nail.

6. Guess What? Ask one child to name three things that are related to the traffic environment (stop sign, J.P.O., green light, etc.). Then have the student call on another classmate to repeat in order (or in reverse order) those things named. If that child can repeat the words correctly, the student may give the next three words (they should be different and call on someone to repeat them). The number of times can be increased each time the game is played.

7. Discuss these questions:

    a. Does a car that is close by make a louder or softer sound than a car that is far away?

    b. What sounds can you hear when there is a lot of traffic? Little traffic?

    c. What could be happening when you hear tires screeching? Honking horns?

    d. How can you tell when a car is going away from you? Coming closer?

    e. When a car is going to start, what sounds might you hear? (car door slamming, jingling of keys, car engine starting, etc.)

    f. Can you hear the difference among an ambulance, police car, or a fire truck siren? What are the differences?

    g. Why is it important to listen to sounds?

8. Cassette Tape Listening Activity. Tape record sounds at various locations that both people and vehicles use; i.e., busy intersections, parking lots, driveways, residential or city blocks, etc. In the classroom, ask the class to listen to the tape and identify what is going on and what particular sounds are clues to what is going on at each location. Play the tape once more and ask the students to identify sounds they missed during the previous exercise. Ask the students to identify important sounds for which pedestrians must always remain alert. Make a list of vehicle sounds, people sounds, animal sounds, weather sounds, whistles, bells, and other sounds that one should listen for in order to make good decisions in the traffic environment.

9. Listen Carefully. This activity is designed to give children practice in following simple directions. Give each child crayons and a blank sheet of paper. Then say, "Listen carefully and do exactly what I say". Give three or four simple directions such as:

   Draw a circle near the top of your page.

   Draw a circle under the top circle in the middle of your page.

   Draw a circle under the middle circle near the bottom of your page.

   In the beginning, give only one direction. Continue with more exact directions.

   Color the top circle red.

   Color the middle circle yellow.

   Color the bottom circle green.

10. Whisper Game. Divide the class into two teams. Have each team sit or stand in a line. Ask one child on each team to be the leader. Ask each leader to whisper a safety rule to the one in line directly behind. The safety rule is passed by whispers all the way to the end of the line. The team that has passed the rule to the last person most correctly wins a point. A new rule is then passed back by the new leaders of the line.

11. Utilize Cassette "Listening Situations for Problem Solving". This may be used for reinforcement or role-play in individual, small group or whole class situations. Refer to section on Learning Center for contents of tape p.120.

LESSON EIGHT
DISTANCE - SPEED - TIME

OBJECTIVE: The child will be able to apply in an actual street situation the safe distance concept, after experiencing activities that develop awareness of distance-speed-time.

TEACHER INFORMATION:

Distance-speed-time relationships are difficult for everyone, but especially for this and younger developmental levels. Knowing how to judge the distance and speed of approaching vehicles is essential to safe pedestrian travel. The child should understand that a car cannot stop instantly but must travel a certain distance before stopping. Cars must be at least one block away in order to allow children to cross most streets.

Many pedestrian-vehicle accidents occur when pedestrians step quickly out in front of automobiles and other vehicles. Because pedestrians can maneuver and stop in a shorter distance than vehicles, it is often impossible for vehicles to get stopped before a collision takes place.

SUGGESTED ACTIVITIES FOR "STOPPING DISTANCE"

1. To demonstrate how speed increases stopping distance, on a given signal, two children start moving from the same starting point, one walking and one running. At a certain point, blow a whistle or make some other signal for them to stop. Ask:

    1. Which child was able to stop first?

    2. What are some factors that would make it easier for both children to stop (a hard dry surface, rubber soles on shoes, physical control or the body, etc.)

    3. What factors would make it harder to stop (ice, snow, wet pavement, mud, loose gravel, leather-soled shoes, etc.)?

2. Try this experiment again using children on bicycles, scooters, roller skates, and wagons as well as children running and children walking. Ask children who are watching to mark the position of participating individuals both when the signal is given to stop and when the child has actually stopped. Ask:

    1. Which child took longer to stop? Have children measure the distances and compare.

    2. Would cars take even more time and distance to stop?

    3. Why is it important to remember this fact when walking or playing?

3. This activity can help children to understand and practice reaction time. Divide the class into pairs and give each team a 30-cm x 5-cm (12" x 2") strip of tagboard. Have them mark off the two tagboard strips into six 5-cm (2") long sections and label each section 1, 2, 3, 4, 5, and 6. Have one member of the pair hold the strip of tagboard at the top while the teammate holds his/her hand an inch below the strip with the thumb and forefinger spaced 2.5-cm (1") apart ready to grasp the tagboard when it is dropped. The person holding the strip then drops it without warning. The teammate must grab it as fast as he can. The numbered section where the child grasps the strip shows a reaction time score. Discuss the fact that the eye sees the strip start to fall and relays the message to the fingers, where the action takes place. A driver needs approximately the same reaction time (about 3/4 of a second) to place a foot on the brake if something is suddenly seen in the street ahead.

SUGGESTED ACTIVITIES FOR "SPEED GAP JUDGMENT"

1. Ask questions about judging gap time for crossing a street.

    Where do you cross a street?

    How do you know when it is safe to cross?

    How do you decide?

    How fast can cars go on the street?

2. Evoke a recognition of speed limit situations and zones as a cue to most cars' speed. Point out that this method is not always accurate, especially if someone is going faster than the limit. Explain to the students that you are going to give them a method to help them decide when it is safe to cross a street using a counting technique.

3. How Long is a Second? Have the students watch the second hand of a large clock and count out loud, one thousand one, one thousand two, one thousand three, etc., until they have their counts synchronized with the second hand of the clock. Then have them try it without the clock with the teacher leading. Follow this up with individual students trying to count it alone.

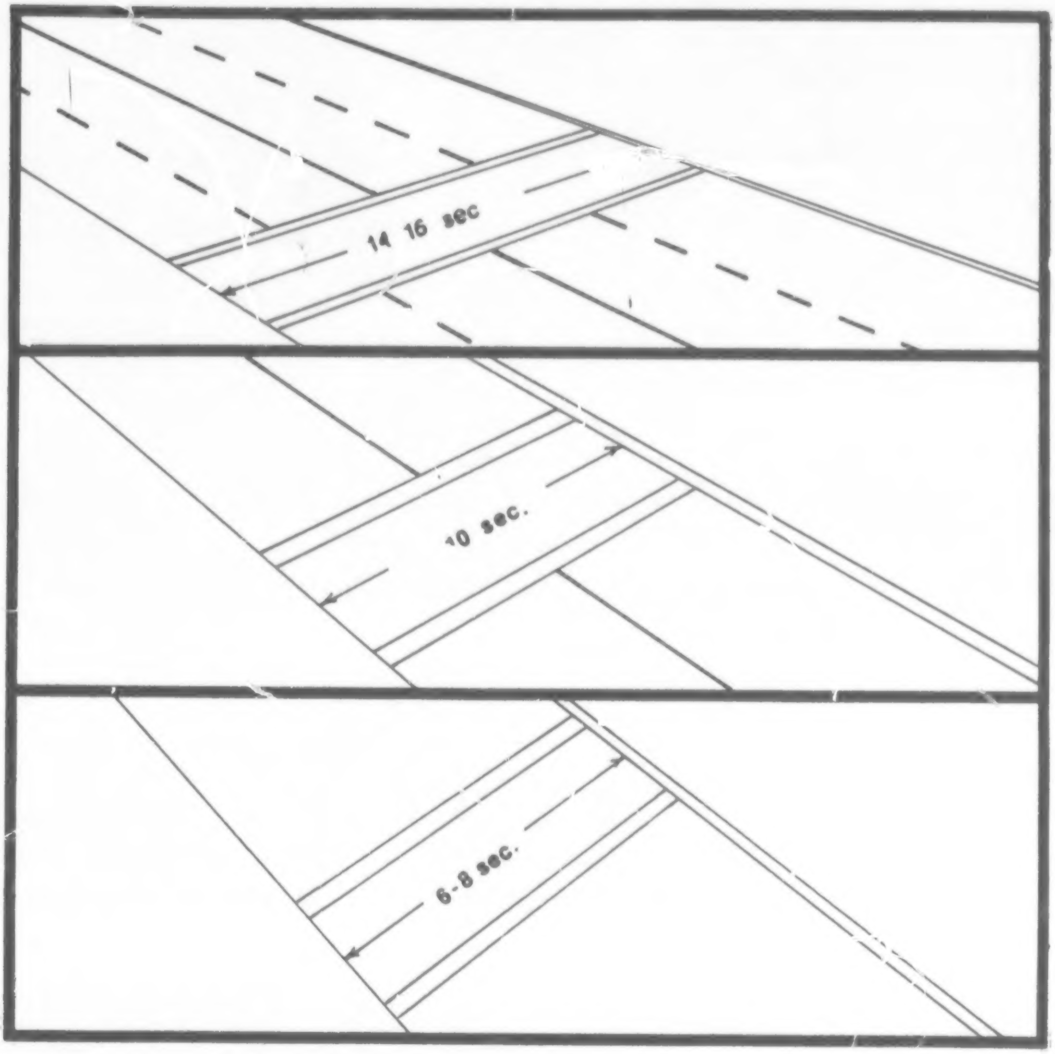
   NOTE: Usually, students will get behind in their counting by approximately two seconds in ten seconds in groups of more than fifteen. This does not however, seem to affect an individual counting alone.

4. Using a street without much traffic, have two or three students walk across the street while the rest of the class is counting. The time will be representative of most of the class.

Approximate time is as follows:

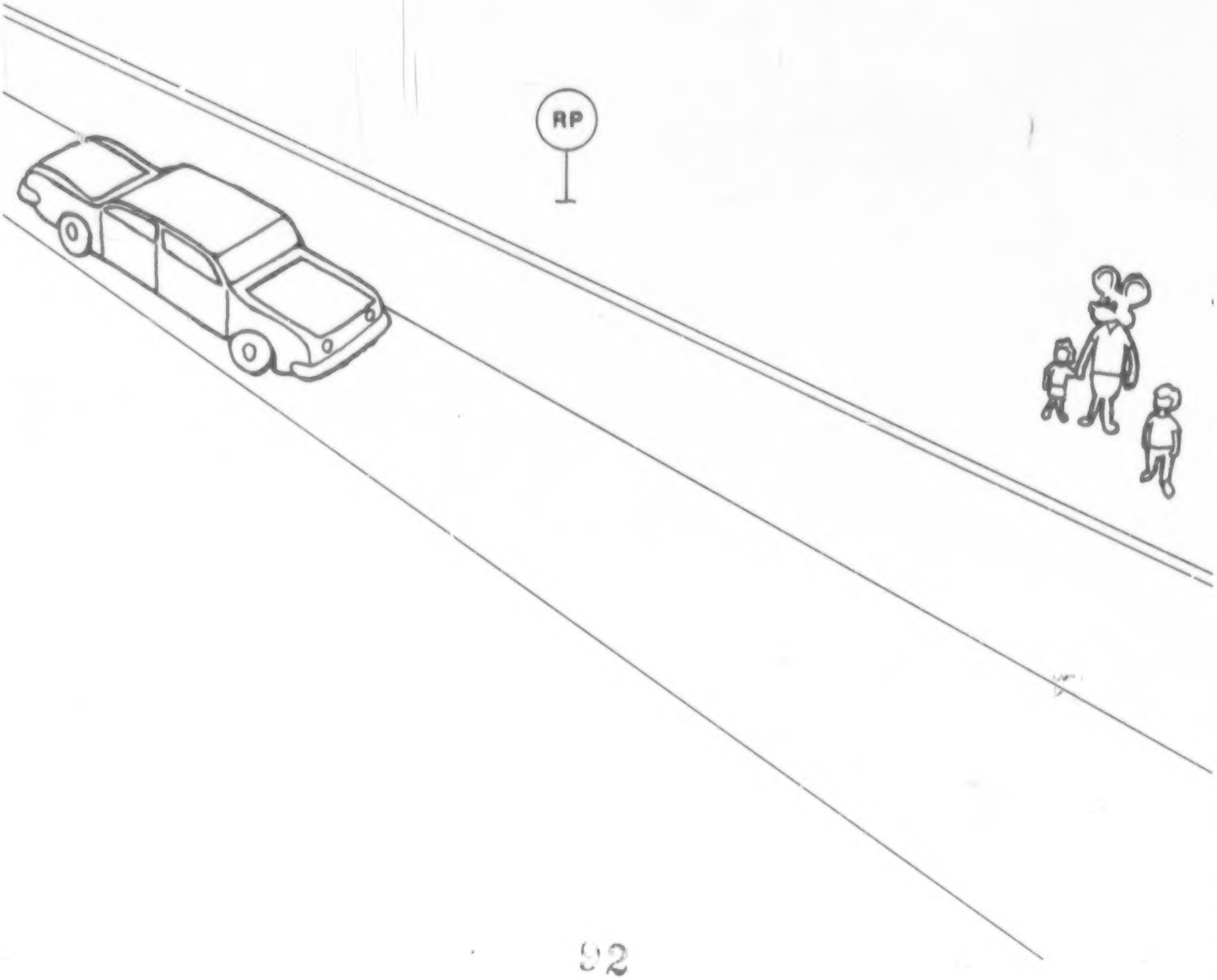
4-lane street: 12 - 14 seconds
2-lane street: 10 seconds
1-lane street: 6 - 8 seconds

Students must understand that this is the time that they must have in order to get across a street safely.



5. Students need to estimate how far away a vehicle should be in order for them to cross safely. For example, if it takes approximately 10 seconds to cross a street, then a vehicle should be at least 12 or 13 seconds away when a person starts to cross. Students can locate a reference point (a tree, a sign, fire hydrant, parked car, etc.) that is 12 seconds away at the speed the vehicle is going.

   Procedure A - Using a street where vehicles pass regularly, have students stand where they want to cross (the "crossing point"). Then have students select a reference point beyond which they think a car should be in order for them to cross safely (do one direction at a time).



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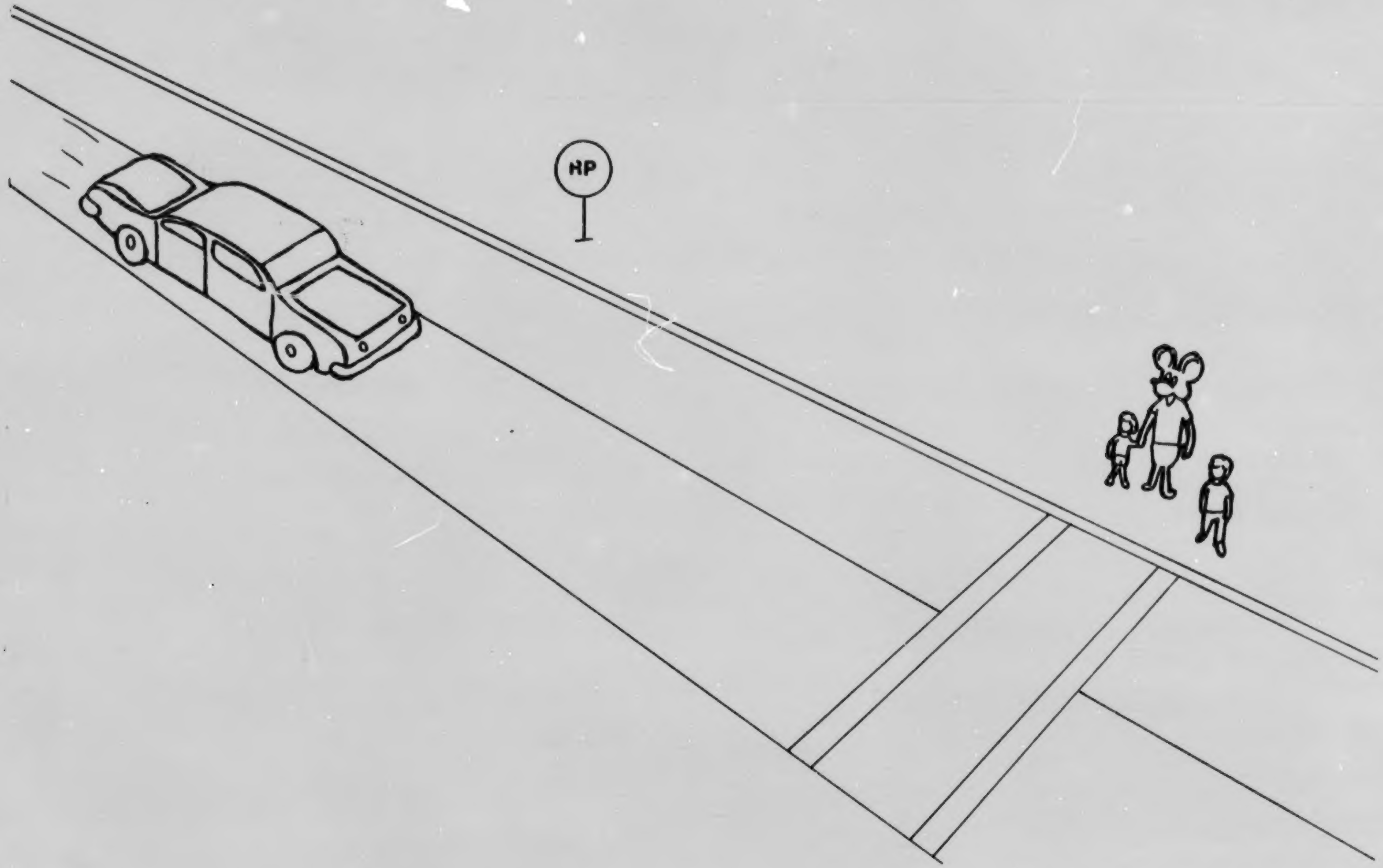
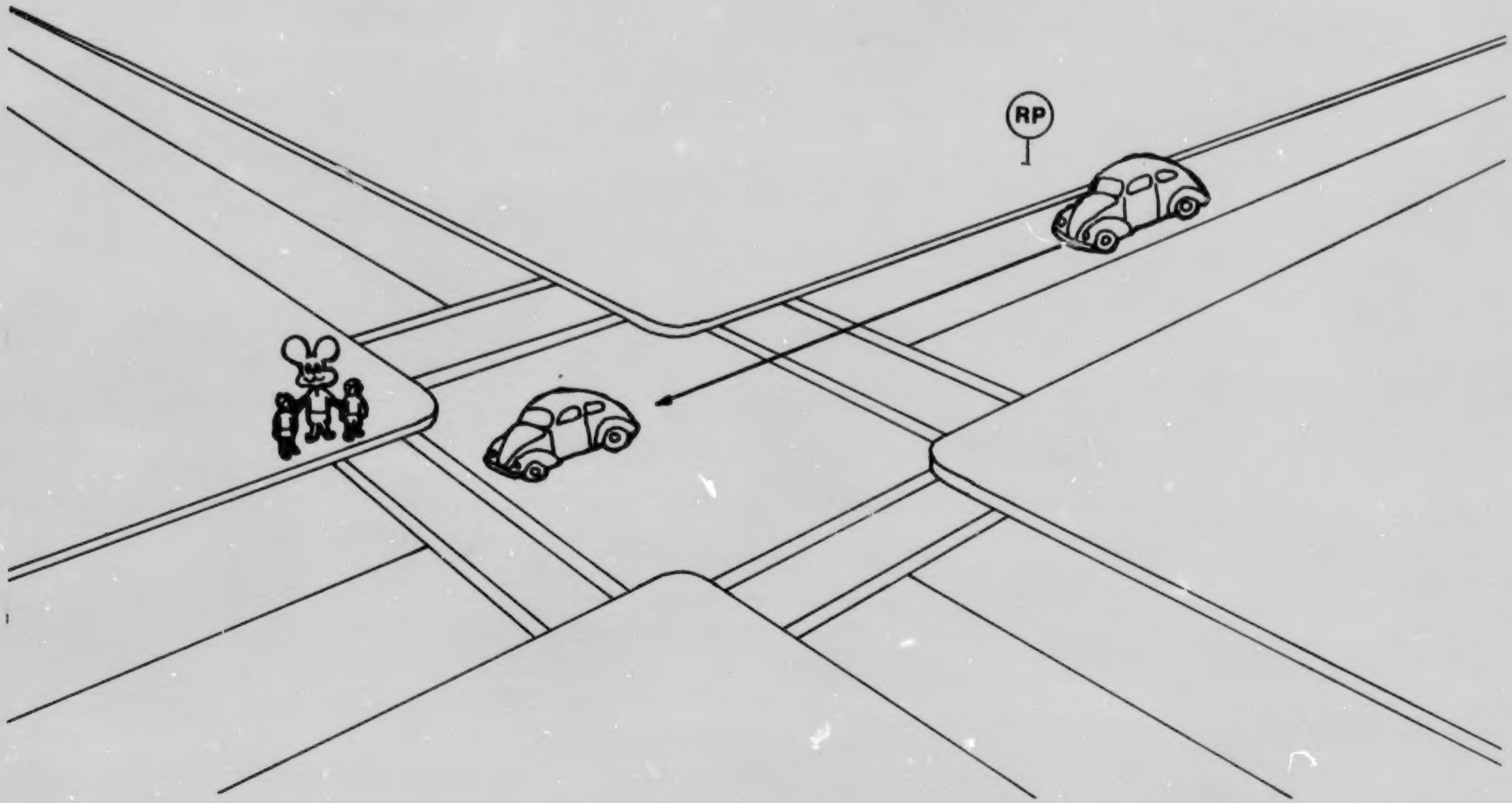
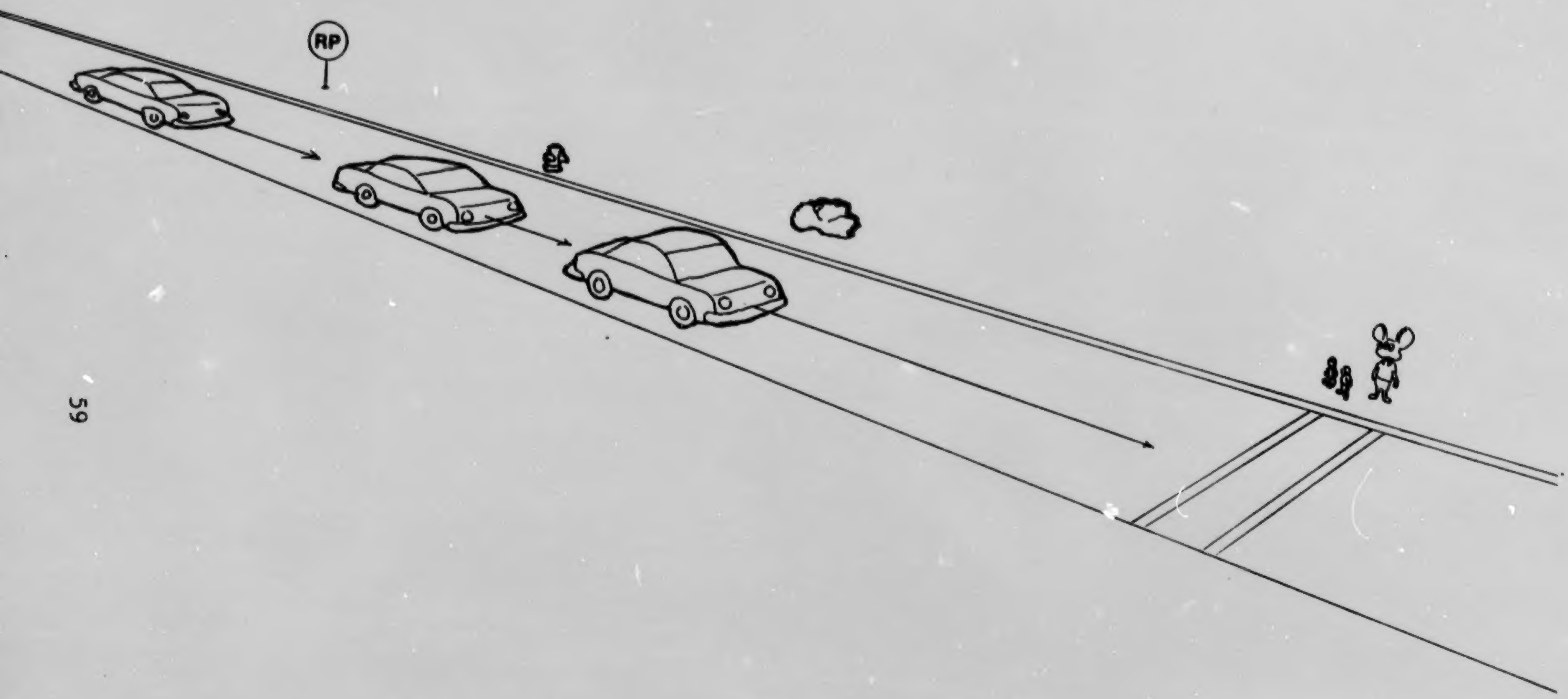


Procedure B - When a car passes the reference point on its way toward the crossing point, start counting in 1-second intervals. Have students stop when the car reaches the crossing point.



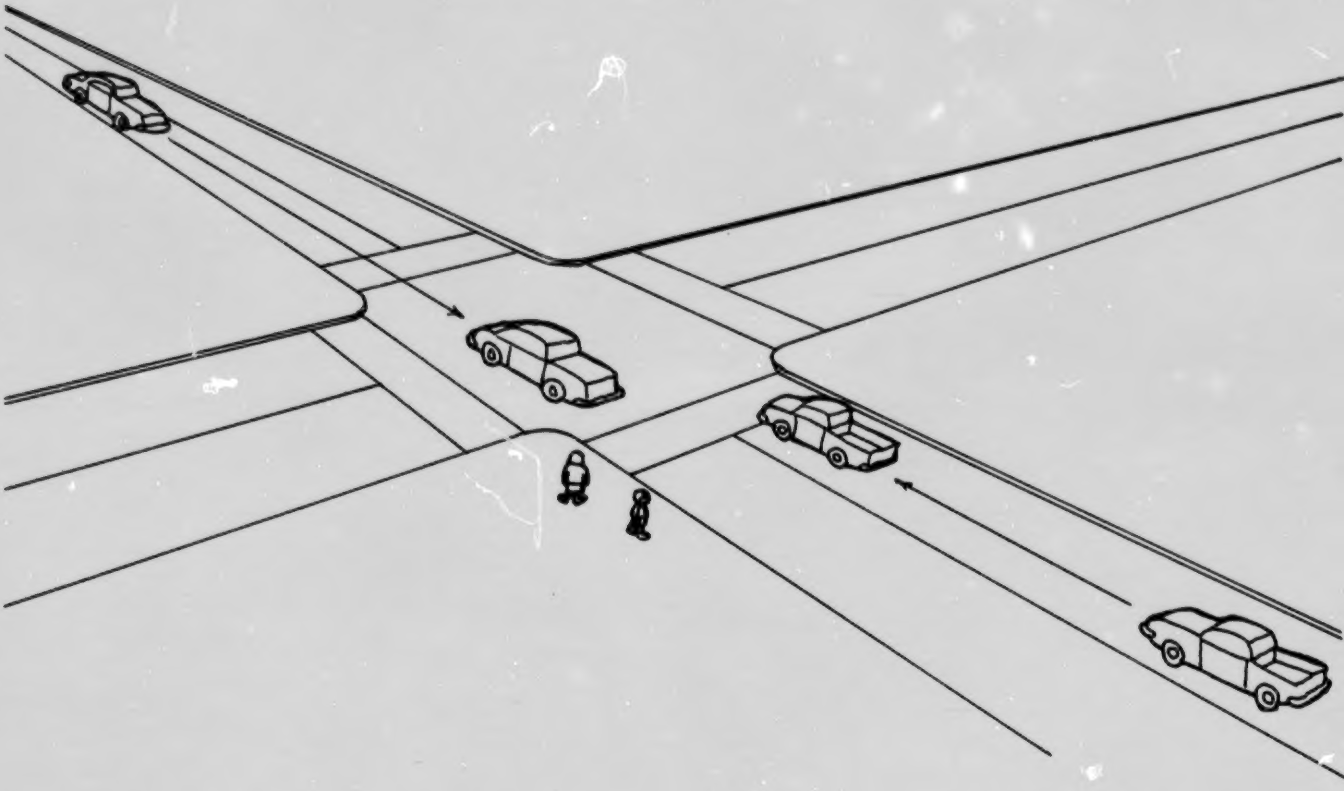
Ask the students: "How long did it take for the car to get from the reference point to the crossing point? Did it take 12 seconds or more? If the car had been at the reference point when you started to cross, would there have been enough time for you to cross without getting hit?



Procedure C - Practice choosing reference points that are closer than 12 seconds away and ask the students to count and see if there is enough time to cross.

6. Students need to practice using the reference point method until they can estimate how far away vehicles must be in order for them to cross safely.

   Procedure - Take students to various locations and have them practice estimating reference points in both directions. Have them check their estimates by counting. Be sure students realize what these reference points mean - that cars must be in back of (further away from) these points when a person starts to cross a street in order to give enough time to cross safely.



Suggestion: If possible, vary the situation somewhat by either changing locations to a different speed zone or setting up a situation in which an auto driver varies the speed. The 12 second interval will always hold true as a safe crossing time, but reference points in an area where cars are going 65 kilometers/hour (40 mph) will be farther away than reference points in an area where cars are going 30 kilometers/hour (20 mph). Ask students to explain why this is true.

7. The "quick method" for finding reference points can be introduced after students have gained an understanding of the method described in Procedure 1. Have students stand at the crossing point. When a car passes that point, have students start counting in 1-second intervals. Have them count out the 12 seconds. Note where the car is at that point and select a reference point even with the car's position. This reference point would then be used for cars coming in the opposite direction from that used to find the reference point. Ask the students to explain why this method works if cars are traveling at the same speed.

8. Role-play using the whole classroom or the mini-table model. Place a pedestrian in a position to show that one is getting ready to cross a street where two cars in different positions are on the same street. Ask the students to select two reference points and to tell whether or not the pedestrian will or will not have enough time to cross the street.

   Have these students select different reference points to find whether or not it is safe to cross in 10 seconds or more than 10 seconds or less.

   Have the students pretend that they can only use the street blocks as reference points, and ask them to decide which blocks to use as guides.

9. Ask the students to write about situations of distance judgment and read them to the class members to decide on the correct response. For example:

   Pua found the two reference points. She looked both ways and saw that there were no cars coming. However, a car had just backed out of a driveway which was located between the two reference points and it started moving quickly toward her. What should Pua do?

   Kapono wanted to cross the street. To the right the street was flat and he had a tree as a 10-second reference point. The street to his left was a hill which could be used as a 5-second reference point. Should Kapono try to cross the street? Why or why not? What alternatives could Kapono use?

   Manu went for a walk with his grandmother. As they walked, Manu noticed that his grandmother took two steps for each step he took. Before they crossed the street, Manu found the two 10-second reference points. A car was approaching one of the points and was moving toward them; he decided that they should not cross even though the car seemed to be 12 seconds away. Why do you think Manu chose not to cross?

LESSON NINE
HAZARDOUS SITUATIONS

OBJECTIVE: Given a picture containing a number of safety hazards that could be experienced on the way to school, the student will be able to identify the hazards.

TEACHER INFORMATION:

Many school age children are killed or injured in pedestrian crashes each year. Most of these deaths and injuries are caused by unsafe behavior by the pedestrian. Over half of these casualties result from crossing or entering the road at a point other than at an intersection. The student as a pedestrian should learn to be responsible for himself in traffic and to be aware of the hazards pertaining to:

1. Heavy traffic.
2. Drivers who do not obey traffic laws.
3. Poor conditions for seeing: darkness, rain.
4. Cars backing out of driveways or alleys.
5. Sudden or abrupt movements in traffic.
6. Walking along construction sites, alleys, empty lots, quarries, or freeways.
7. Cars turning.

Most importantly, the student should be alert for trouble and should make sure one has established communications with the driver of the vehicle in one's path. A safe pedestrian should be predictable, obey traffic rules, and be sure to be seen by the drivers.

SUGGESTED ACTIVITIES:

1. Crossing Driveways, Alleys, and Parking Lots

   a) List and explain the hazards incurred by pedestrians near vehicles which are backing.

   b) Have the students walk backward around the room to observe the difficulty incurred by a driver moving a vehicle backward. The student should learn that the driver of a vehicle that is being backed will not be able to see pedestrians to the rear of the car as well as seeing them in front when going forward.

c) Take a trip to a parking lot and point out the great amount of vehicle activity and the pedestrian conflicts.

2. Leaving from Between Obstructions

a) Line of sight (being seen). Have the students get into a car and notice the blind spots all around the car. Emphasize the importance of eye-to-eye contact with the driver before crossing the street when a car stops for a pedestrian so they know the driver sees them.

b) Have the students discuss four different situations where pedestrians will be visible or not to the motorist.

   1) In the clear (time of day, background color, etc.)

   2) Behind a parked car

   3) Hidden by natural growth

   4) Hidden by man-made obstacles (car blind spots, etc.)

c) Have the students pick out from photographs and pictures places where a pedestrian will be hidden from the motorists' vision.

3. Danger with Animals

a) Indicate ways in which animals can be a problem to the pedestrian and how problems can be minimized. Point out that running into the street away from animals can cause vehicle-pedestrian conflicts.

b) Point out the problems of petting strange animals.

c) Precautions to take when playing with animals:

   1) Do not tease animals

   2) Be cautious when approaching animals, do not startle them.

   3) Animals may be dangerous if their off-spring seem to be threatened.

4) Do not play with pets when they are feeding.

4. Find the Dangers in the Following Bits of Advice:

Ask the children to identify what is wrong with the following statements:

a. Hurry up and get where you are going before the rain gets even worse.

b. Do not carry a flashlight with you at night. You might lose it.

c. Do not watch for cars coming out of driveways at dinner time. Everyone is busy eating.

d. If a car wants to turn as you prepare to cross a street, make the driver wait. He should be alert for pedestrians.

e. Assume that all drivers know what they are doing.

f. If the light has been green for some time, run across the street so you will make it before the light turns red.

g. What if the street is slippery? You can slide part way across.

h. Carry your umbrella close to your head so the rain won't get in your face.

i. If your ball goes into the street, chase after it before it rolls to the opposite curb.

5. Discuss Possible Hazards for Pedestrians

a. What clues might the pedestrian spot to avoid danger? (Sometimes you hear a car before you see it; sometimes you must be extra careful, especially when bushes block your vision at a corner; and so on).

b. Discuss what to look for and what to do in each case.

c. Draw on the student's experiences in traffic. Have they been involved in a pedestrian accident or a near accident?

6. Hazard Map

   a. Obtain prepared maps of the school neighborhood or of the city. Have each student trace an individual route to school, to the store, and to other places where the student usually walks.

   b. Where are the danger spots? What hazards has the student noticed?

   c. Can these hazards be avoided?

   d. What special precautions should the student take? Which intersections are guarded (police, junior police officers)? Which are controlled by traffic signals or stop signs?

7. Do-It-Yourself Hazard Map

   Have the students draw their own hazard map. They can survey the areas in which they walk most frequently. Where are the danger spots? (blind alleys, busy intersections, etc.) Plot the safest routes to school, stores, play areas. Use the theme, "Don't depend on anyone but yourself."

8. Class Presentation

   Have the students compose a list of safe and unsafe pedestrian areas. Have them observe other children at their school. Are children walking safely? Using the list and a hazard map developed from one of the previous activities, have the students develop a presentation.

9. Enclosed are a set of cards bearing sketches of pedestrian and traffic situations, plus a brief description of the situation. Make overhead transparencies from these. You may use role-play in the situations.

   a. Have the children look at given sketches, then orally name the following traffic dangers involved. Discuss the situation.

   b. Give each group a card which illustrates a traffic-pedestrian or traffic-bicyclist situation and a brief description of the situation.

   c. Each group should meet and discuss:

      Are there any dangers present?

      What safety rules are being broken?

What corrections can be made?

Have each group elect a spokesman, or if desired, a panel discussion could be formed to discuss the problem situation of each group.

The discussion leader projects the sketch on an overhead projector or uses slides to report the group findings.

At the close of the presentation, the class offers additional suggestions to help correct the situations.

A set of basic safety rules will have evolved and should be recorded by the group.

10. The children could think of other safety situations which present danger, draw the sketches, and exchange cards with each other.

11. Have the students use the ditto of "Hazardville" and circle the hazards.

12. Have students recite or write reasons for:

    a. Walking on the left when no sidewalk exists.

    A pedestrian is required by law to walk on the left shoulder of the road facing traffic if no sidewalk exists. Pedestrians should not walk on the road. This enables the pedestrian to see approaching cars (and to get completely off the shoulder when necessary) and the driver of the car to see the pedestrian. (If there is a sidewalk, the pedestrian must walk on it.)

    b. Not stepping from behind parked cars.

    Stepping from behind parked cars is one of the biggest causes of accidents. A car cannot stop quickly, and the driver may not see you until it is too late to stop or too late to avoid hitting you.

    c. Walking across the street instead of running

    You may stumble or fall.

    Private cars

    List several precautions a person should take when getting into or out of a parked car.

Point out the various dangers of areas where parents will stop to let children depart.

Draw a diagram of the school showing the different areas of pedestrian-vehicle conflicts.

13. Enlist the aid of parents in your pedestrian safety program by communicating and informing them of how they can help improve the safety of their children.

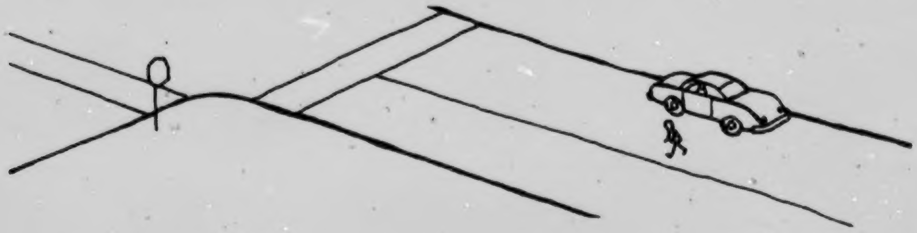
    a. Cooperate with parents and school administrators in setting up safe areas for transfer of students.

    b. Much of the following material could be presented to parents.

        1) What are these dangerous practices?

            a) Loading or unloading children on the opposite side of the street from the school. Children either open the door on the street side of the car and run across, or they dart from around the car. Either way, they become a unfortunate target for passing cars.

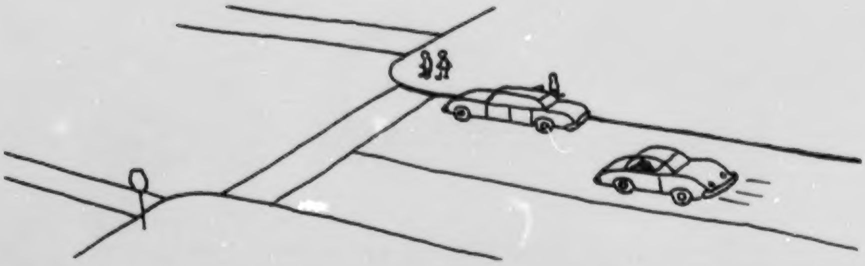
            b) Loading or unloading in mid-block on the opposite side of the street from school. This encourages children to break the safety rules they have learned and to cross at this point rather than the corner.



            c) Double parking. This creates a hazard for other children who must cross the street and it sets a bad example in its disregard for the law.

            d) Stopping on the crosswalk. This is unfair to children who must cross. It is also unfair to the school safety patrol who deserves full cooperation.

            e) Stopping too close to the crosswalk. This means that children and patrols cannot see or be seen by oncoming cars.



f) Pulling in front of a school bus. In a last minute dash to avoid having a child miss the bus, parents pull up and block the bus. Such a practice endangers the lives of children boarding the bus and could result in a serious accident.

2) Boarding a bus

a) Demonstrate a safe way of waiting for and boarding a commercial or school bus.

b) Point how misconduct, shoving, and pushing can instigate dangerous situations.

c) Make arrangements for the use of a bus to practice the correct procedures to be followed on waiting for and boarding a bus.

3) Getting off a bus

Demonstrate the correct procedure (walking down the steps, crossing in front of and walking away from the bus). Point out that this is not the procedure on public busses, only on school busses. Also, even though traffic from both directions must stop, according to law, they may not stop.

14. Pedestrian Sidewalk Vehicles

(Wagons, scooters, tricycles, roller skates, skateboards)

a. List the dangers of riding various sidewalk vehicles in relation to automobiles and pedestrians. (Pedestrians have the right-of-way.)

b. Bring the various vehicles to school and show their safe use.

c. Show the inability to brake or stop on skates or skateboards, etc.

d. Point out the dangers of the inability of drivers of automobiles to see small vehicles, such as these.

e. For this age group, tricycles should especially receive proper attention and instruction. Point out the disadvantage of someone standing on the rear of a tricycle. (Difficult to control with a heavy person on the back.)

f. Point out the instability of tricycles when riding on a sidewalk. Tricycles easily tip over forward when they hit a raised portion of the walk or when going off the edge of the sidewalk.

15. Holiday Dangers

Two primary concerns here are Christmas and Halloween.

Christmas:

a. Students at this age should be cautioned on the increased amount of vehicle movement at this time.

b. The variety of lights could mean a more limited visibility of pedestrians.

c. New toys and excitement could cause the children not to think about pedestrian actions.

d. Parents carrying large bundles of packages during this time could possibly not be able to hold the child's hand while crossing the street.

Halloween:

a. It should be pointed out that when children visit homes they should be careful not to harm any property as they approach the home.

b. Remind them to stay on the sidewalk and always close doors or gates if they open one.

c. With costumes on, some of their animal friends may not recognize the children so they should be very careful to make sure a dog knows them before entering a yard.

d. As children go from house to house it is also a good idea if they have some sort of light to help them get there. A flashlight will help children avoid falling over a step or stepping on someone's flowers or shrubs.

e. It is also very helpful to motorists if the children would wear something on their costume that will glow in the dark. The reflectorized material gives the driver a little extra sight advantage on a night when little people have little regard for safe walking habits.

f. Children must be made aware of Jack-O-Lanterns with candles so their costumes won't catch fire while on neighboring porches.

g. It is also a good idea to either not wear a mask and perhaps paint up the face or at least take off the mask while walking.

h. Young children should go with adults and try to restrict their activities prior to darkness.

16. Discuss how the pedestrian's lack of responsibility can lead to an accident.

a. Discuss the situation involving a child running between parked cars. Ask these questions:

- What are some of the things that could happen to this child who ran out into the street between two parked cars?"
- What would have been the best thing for this child to have done?"

With this discussion, you will be encouraging the learning of the rule: Do not run into a street from behind a parked car or between two parked cars.

b. Discuss the situation involving the child running across the street in the middle of the block. Encourage the response: cross streets only at crossings.

c. Discuss the situation involving the child crossing against light. (Cross only when the light is green or the WALK sign is on.)

d. Discuss the situation involving the child darting into street without looking. (Look to both right and left before crossing a street or going into it.)

e. Discuss the situation involving the child darting across a street in the path of an approaching turning car. (Look to see if a car is turning into a street that you want to cross.)

f. Discuss the situation involving the child running across street. Do we have more control when we walk or run? Why? What gives us control? Why do more accidents happen when we run?

g. Discuss the hazards of running across the street and the accidents that could occur if a child were to fall in the path of an oncoming car. (Walk across the street; do not run.)

h. Discuss the situation involving a child playing in a street. (Do not stand or play in the streets.)

i. Discuss the situation involving a child running after a ball. Encourage the children to find a good rule to remember concerning toys and traffic. "Where should we play? What could happen to the child running after a ball? What could we tell this child about safety?

17. Peripheral Vision

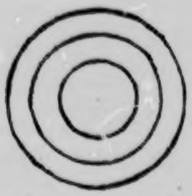
Ask a child to hold a notebook up to one side of the face, blocking the side vision. Ask for a description of what can be seen and for a comparison of what cannot be seen to what could be seen before. Have another child stand directly in front of the child and then slowly move to the child's blocked vision side. Have the child with the blocked vision signal when the moving child can no longer be seen. At that point, the moving child should stop and the child with blocked vision should remove the notebook. Ask the child whose vision was blocked if the other child can now be seen without moving. Ask the children how peripheral (side) vision is helpful in a traffic environment both for pedestrians and drivers. Have children give examples from their own experiences to illustrate how they have used their side vision to obtain clues about the traffic and environment.

18. Focal Area

Our true focus (central vision) area is not large. We see clearly in a small area only. This is a handicap to safe driving. This is an activity to demonstrate to children the concept of focal area. This emphasizes the importance of being alert to traffic and using eye-to-eye contact with drivers.

WN MV

Look At The Bulls Eye



You Probably Cannot Identify
The Letters In Each Corner

VN XY

Use this master to demonstrate concept of focal area. To get started, look directly at the bulls eye. You see it clearly but you cannot identify the characters in each corner, although you know they are there.

19. Blind Spot

Hazards that are quite close sometimes cannot be seen because of the limitations of vision when the eyes are not used to their best advantage. To demonstrate the blind spot of the eye have the students print an X on a blank sheet of paper. Then, 2-1/2 inches from the X and on the same line, have each child print initials. A sample is as follows:

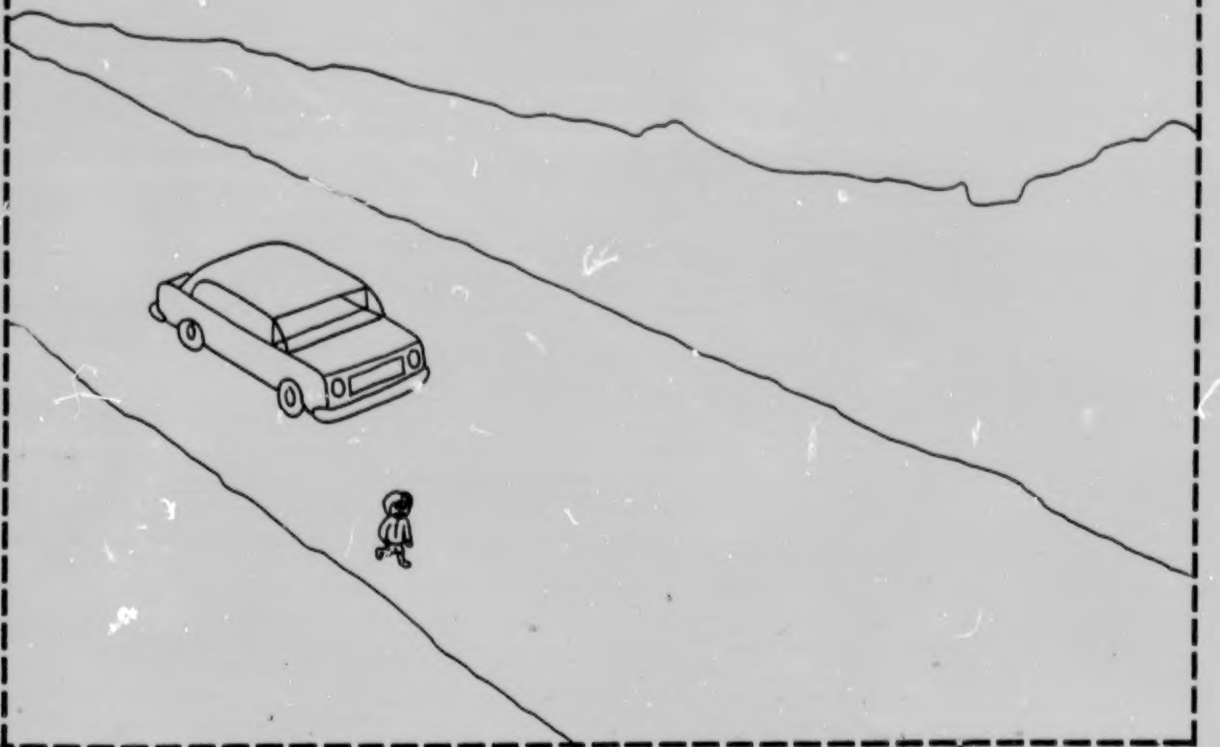
X FT

This paper is then held about 10 inches from the face. Each student covers the left eye and is told to stare at the X while moving the paper slowly toward and then away from his face. At one point the initials are invisible. This shows the child that the eye has a blind spot.

20. Eye Dominance

Have the children tear a hole in a piece of paper and focus through this hole on a large object such as the classroom clock. Have them close their left eyes and see if they can still see the object. Repeat by having them close their right eyes. When one eye is closed (usually the right eye), the children will not be able to see the object through the hole in the paper. Ask children how this affects what the driver can see.

Card No. 1



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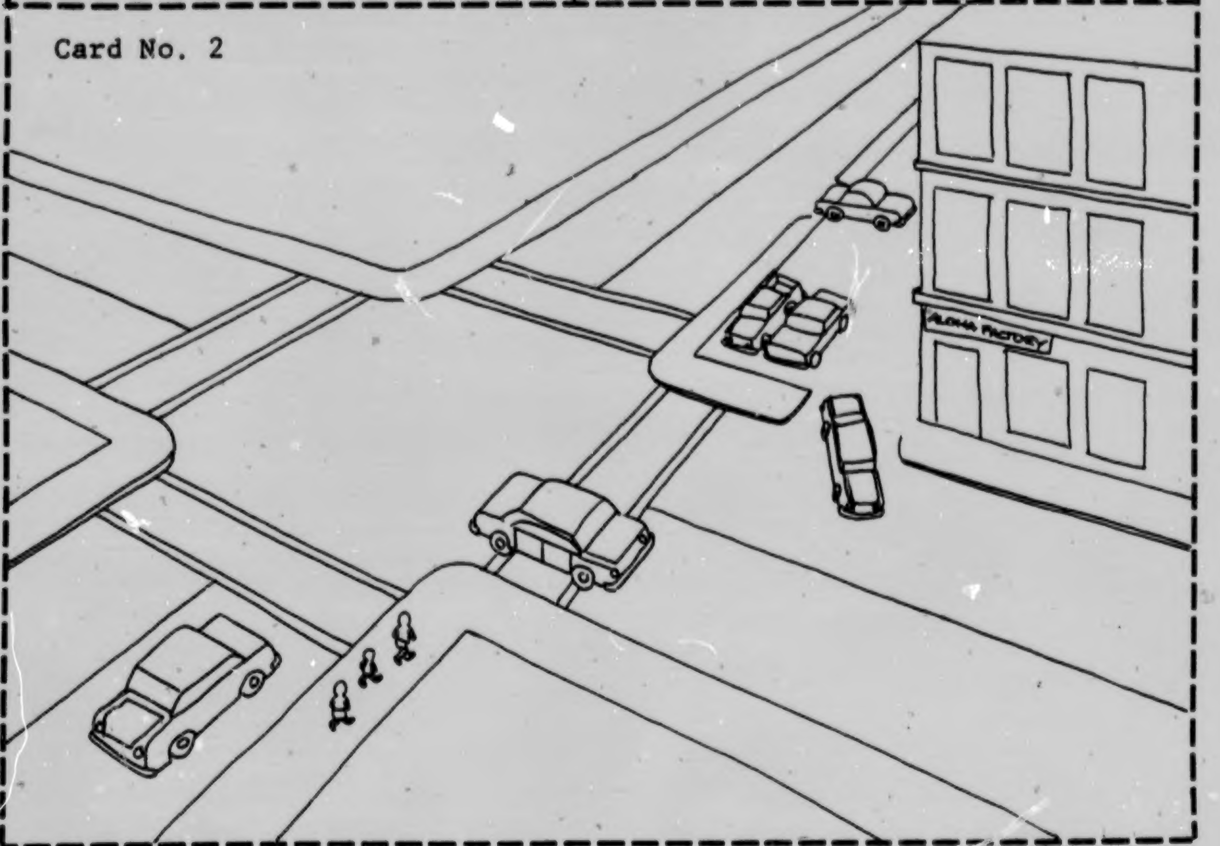
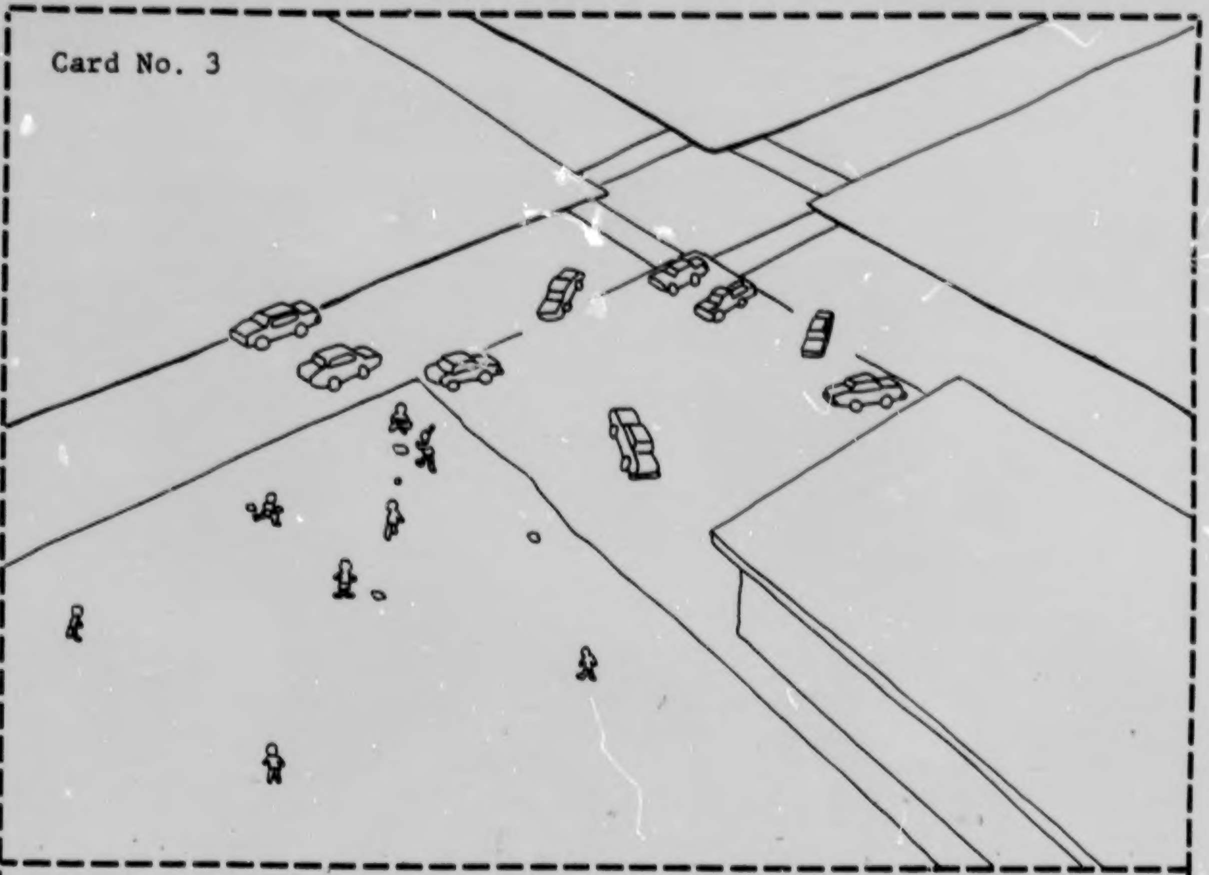

ALOHA FACTORY

Card No. 3



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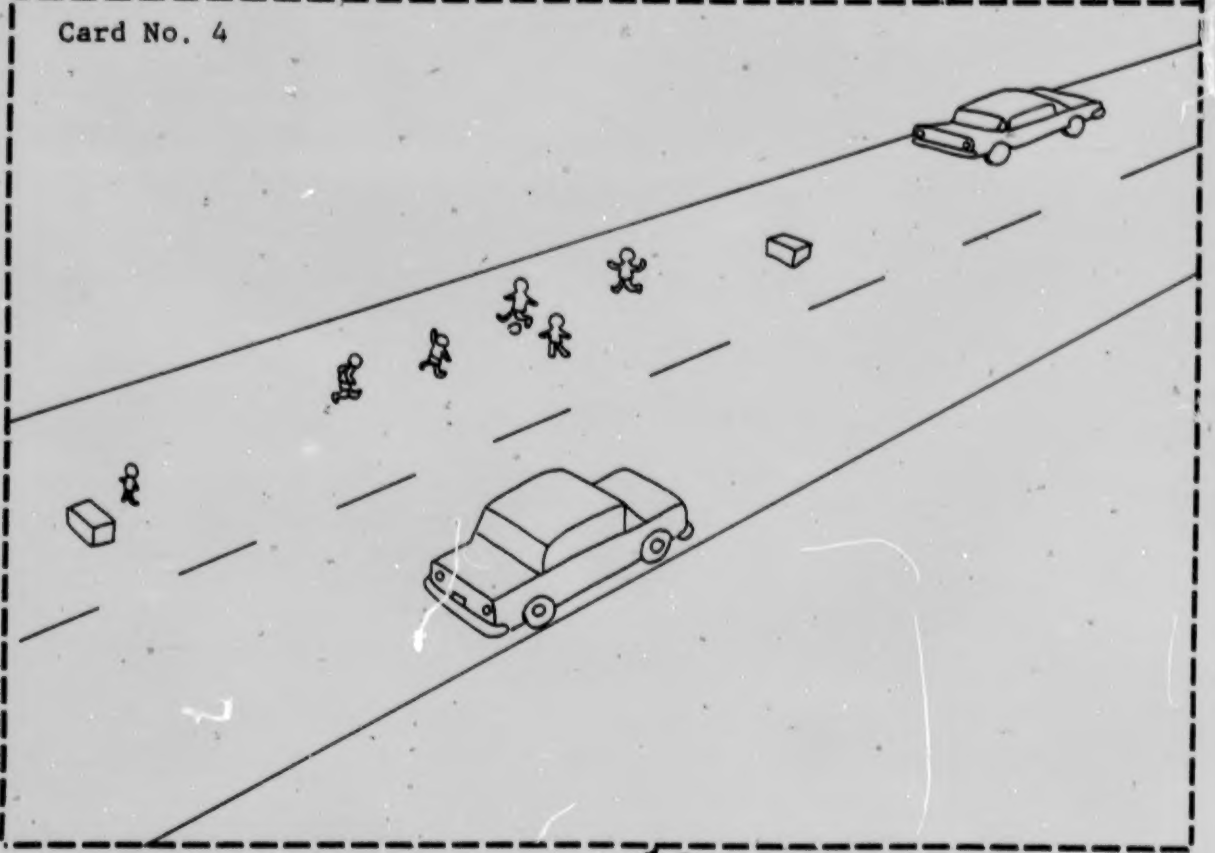
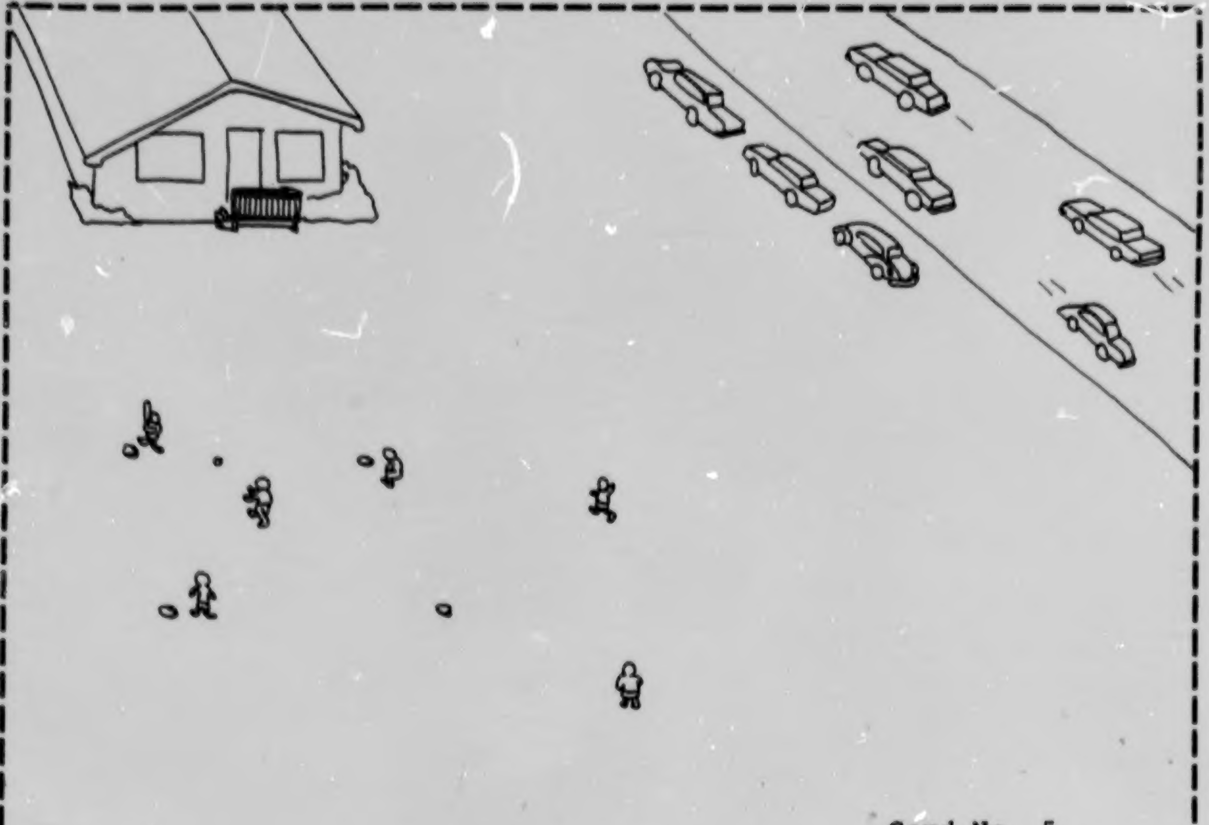
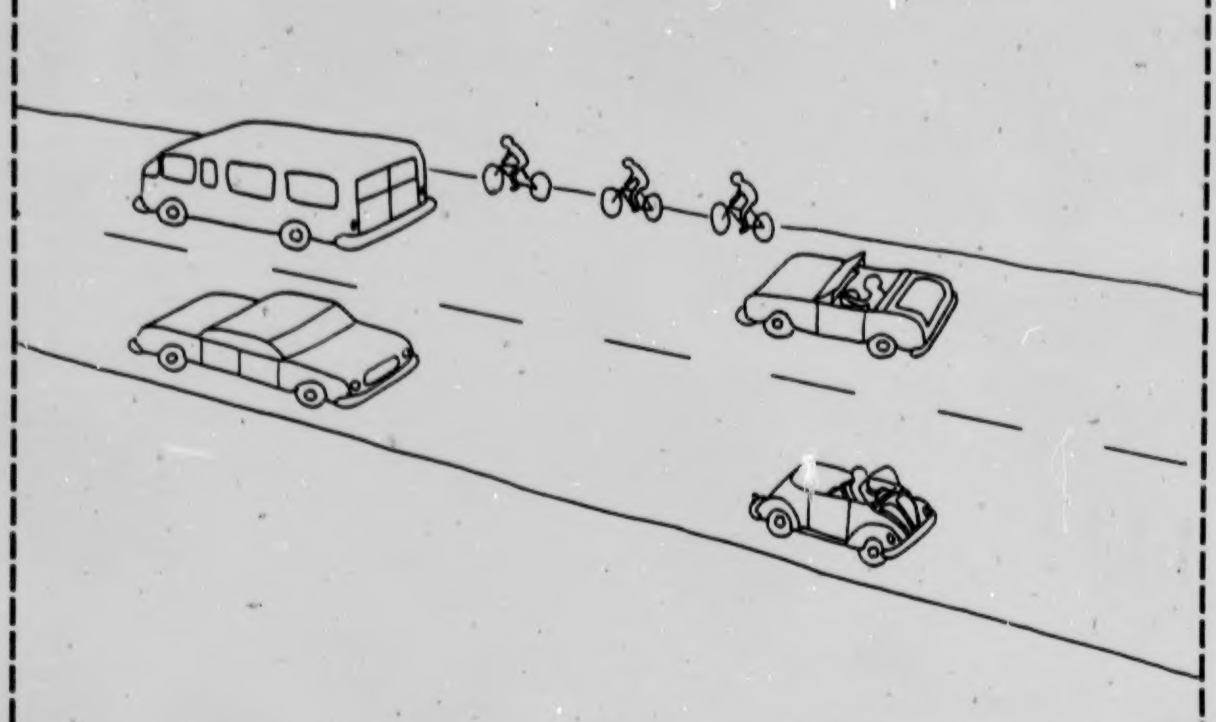




Card No. 5

Card No. 6



Card No. 1

Scene: 7:30 a.m. on a gray, overcast day

Participants: Car driving makai; child also walking makai

NO SIDEWALKS
MUDDY SHOULDERS
CHILD WEARING GRAY CLOTHING
MOTORIST HURRYING TO WORK

Card No. 2

Scene: Road in front of factory area

Time: 5 o'clock in the evening; a shift of the factory work has just been completed

Participants: 3 children walking mauka; cars on highway going mauka and makai; cars leaving parking lot - going in all directions

Cut along lines and then mount on the back of the corresponding card: Card 1 on back of Card 1, etc.

Card No. 3

Scene: Neighborhood shopping center; vacant lot

Time: 4 p.m.

Participants: 8 boys are playing baseball in the vacant lot

CARS ON BUSY STREETS
CARS ENTERING AND EXITING FROM PARKING LOT

Card No. 4

Scene: Deserted street in a residential area

Time: Late afternoon

Participants: Several boys and girls have set up soccer goals in the street and are playing soccer. The goals are portable and can be easily moved.

PARKED CARS ALONG THE SIDE OF THE STREET

Card No. 5

Scene: Front yard in residential area

Time: Saturday morning

Participants: Several children playing baseball

CARS PARKED ALONG STREET
CARS MOVING BOTH MAUKA & MAKAI

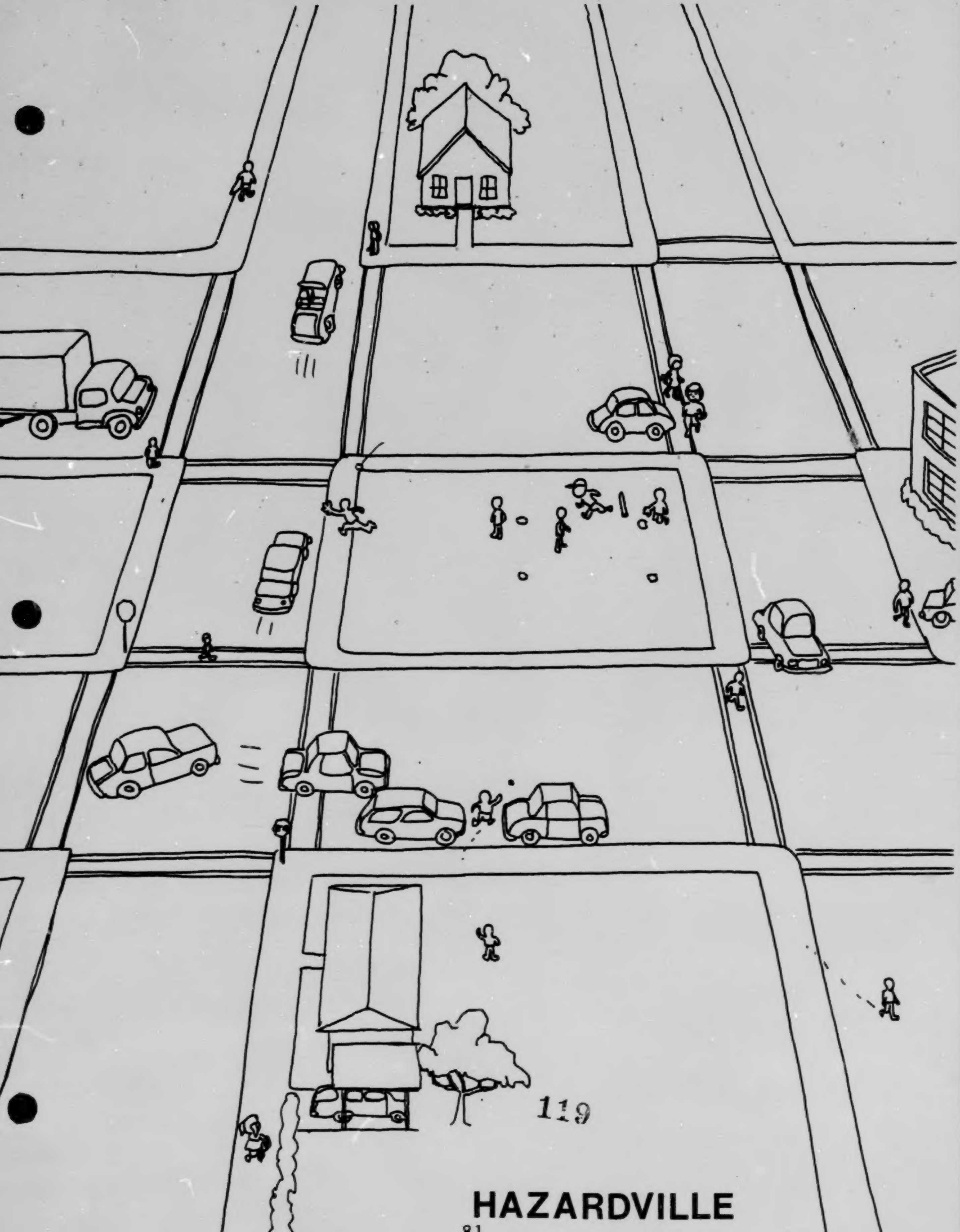
Card No. 6

Scene: A busy street

Time: Anytime

Participants: 3 girls on bicycles riding mauka

CARS MOVING BOTH MAUKA & MAKAI



HAZARDVILLE

LESSON TEN
CONDITIONS OF POOR VISIBILITY

OBJECTIVES:

a. The children will be able to describe how various weather conditions affect their behavior and to identify the dangers that are present for the pedestrian during after dark and twilight conditions.

b. Children will demonstrate or describe appropriate defensive pedestrian behavior in twilight and after-dark situations.

TEACHER INFORMATION:

Drivers do not see well at twilight. Therefore, a pedestrian must never assume that the driver sees him and must behave as if he did not. At twilight the pedestrians must be particularly careful not to stand close to objects such as mailboxes, bushes, trees, or posts where he may blend into the shadows and be obscured from the driver's vision. Pedestrians should always cross the street at lighted areas.

Weather conditions play an important part in pedestrian safety. It is easier for a pedestrian to see a car than for a driver to see a pedestrian. Extra care must be taken by pedestrians when it is dark, raining, foggy, and when streets are slippery.

Increased time is required to get ready for a trip to school in rainy weather. It also takes longer to get there if the safest possible route is followed.

The pedestrian has a responsibility to wear something white or light colored after dark and in bad weather. The automobile driver has the right to be warned.

Reflective material has the ability to bounce light directly back to its sources, and to do so for a long distance. A person wearing retro-reflective material can be seen at night from almost twice as far away as a person who is not wearing the material.

SUGGESTED ACTIVITIES:

1. Questions for discussion include:

   - How do clouds change when sunny weather becomes cloudy? Stormy?

- How does the color of the sky change?

- What changes does the wind create?

- How do these changes affect you when you are out walking?

- In severe winds, what should you do? Why?

- Does rain always stay the same? Why not?

2. Pictures depicting people walking during rainy conditions, may be used with the following questions:

   - What should these people do to see better?

   - To keep warm? To protect themselves?

   - To make sure other people see them?

3. The children may color the handouts or draw their own pictures showing different types of weather conditions.

   Make large boy and girl paper dolls and laminate them. Have the children design clothes for all kinds of weather for the dolls. The children can dress and undress the dolls each morning as appropriate.

   Using several of the above activities, make a science center for the classroom.

4. Weather Watch. Through discussion, the class may explore how weather can force us to behave differently and learn that certain ways of behaving during severe weather conditions are imperative to our safety. As an aid to discussion, local films or slides depicting various weather conditions may be used to elicit the children's impressions of weather changes and consequent changes in human behavior.

5. Talk about colors that are easy to see and ones that are difficult to see. The teacher may ask some of the following questions:

   "Why is it important for drivers to see us?"

   "What can we do to make it easier for a driver to see us at night?"

6. Darken the room and have students dressed in various colored clothes. Walk in front of the room. Be sure to have someone wearing white among these students. Then discuss which colors were more easily seen.

7. Make a large calendar to use for a day-to-day record of the local weather.

   Let children decide on a symbol for each type of weather; i.e., sunshine, clouds, raindrops, umbrella.

   Place each symbol on a chart next to the word it represents.

   Let children draw in what the weather is like each day.

   Have the children tell how the weather could affect the way the children should walk home that day.

   For example, if it is raining out, the child might mention that it will be a little harder for cars to stop and to see walkers. At the end of the month, count the number of days it rained, was sunny, etc.

8. Have children pull such objects as a block of wood, brick, book, and a toy on a string over various surfaces, such as sandpaper, wood, glass, carpeting, etc.

   On which surfaces do the objects slide most easily? Introduce friction.

9. Make a gradual incline on a table by raising one end of a flat 1' x 2'.

   Let the children try by sliding half of a brick down the dry glass.

   Wet the glass and have the children slide the brick down again.

   Rub soap on the glass and have them try again.

   Discuss what happens.

   Cover a portion of the surface with oil and repeat.

   Questions for discussion:

   a. Why does the brick slide more easily?

   b. Does shoes slip more easily on dry or wet floors?

   c. On a dry sidewalk or wet sidewalk?

   d. Why is it important to walk extra carefully when streets and sidewalks are wet?

   e. When there is water on the sidewalks and streets is it easier or harder to slip?

   f. Do cars have more trouble stopping when it is wet? What does this mean as far as walkers are concerned?

10. Questions for discussion:

    - Do people always see well at all times of the day? Why not?

    - Why can people miss seeing when they are in a hurry? When they are sad? are angry? are careless?

    - People who are night blind have trouble seeing at twilight and at night. Why do they have trouble? What kinds of things do they not see? How can you make sure they see you?

    - What colors help night-blind people see?

11. In a darkened classroom shine a flashlight on various children clad in dark colored, light colored, and white clothing. Also, have some of the children wear something made of reflecting material as proof that it shows up at much greater distances than any other material.

    Use slides to show children walking at night clad in different clothing; dark clothes, light clothes, some with reflector tape, etc. Have them notice the degree of visibility.

12. Wear White Demonstration. Tape white, light, and dark pieces of material on black paper. Place the squares at one end of the room and darken the classroom. Shine a flashlight on each sample. Add a square with reflective material. Discuss the results of the experiment. Which square is easier to see? Which do you see "first"? Which do you see "longest"?

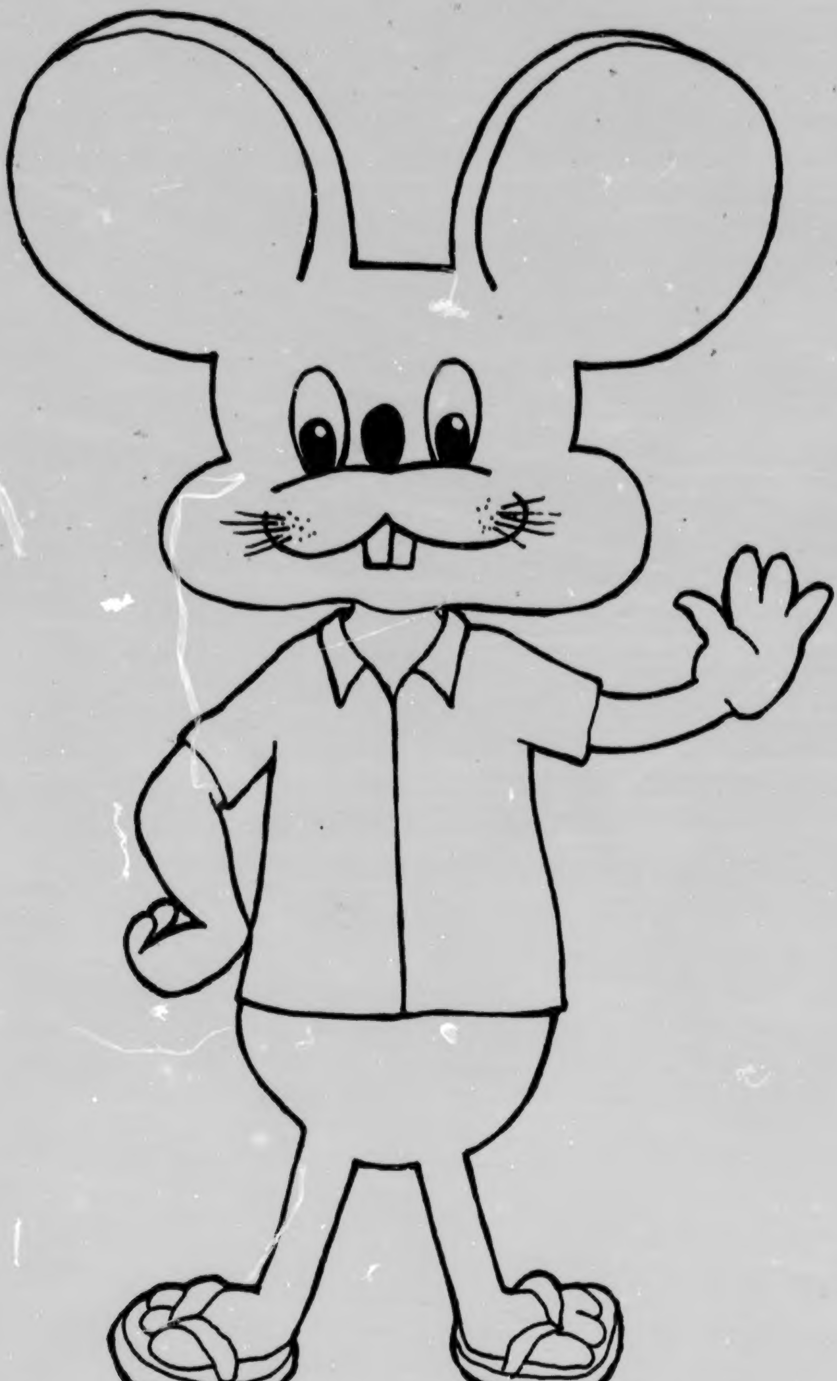
13. Have the students make graphs comparing the time it takes to get ready for school on a warm day and the time it takes to get there on a bad day. (They might ask their parents to help them figure out the times.)

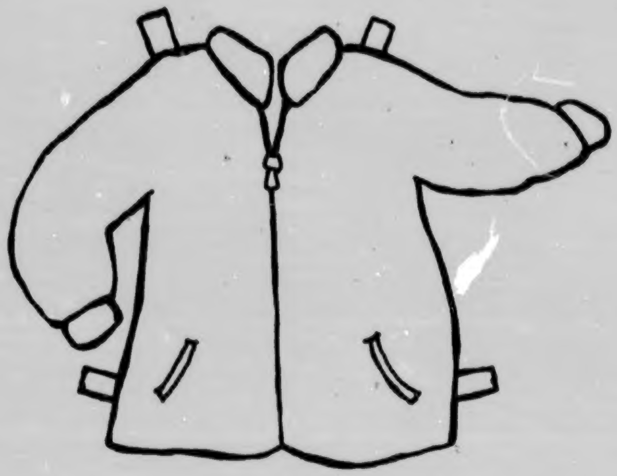
14. Point out that when people are uncomfortable their thoughts are not as clear. The actions of a pedestrian or a driver are more careless. Try to do a study through the observance of the differences in all kinds of weather. Take a survey of pedestrian and traffic actions on a sunny day and repeat the survey on a rainy day.

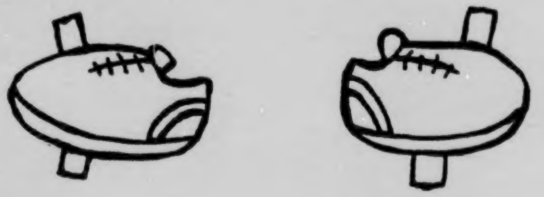
15. Patchwork. Have the students design and make patches, armbands, or waistbands using reflective materials to wear in darkness.

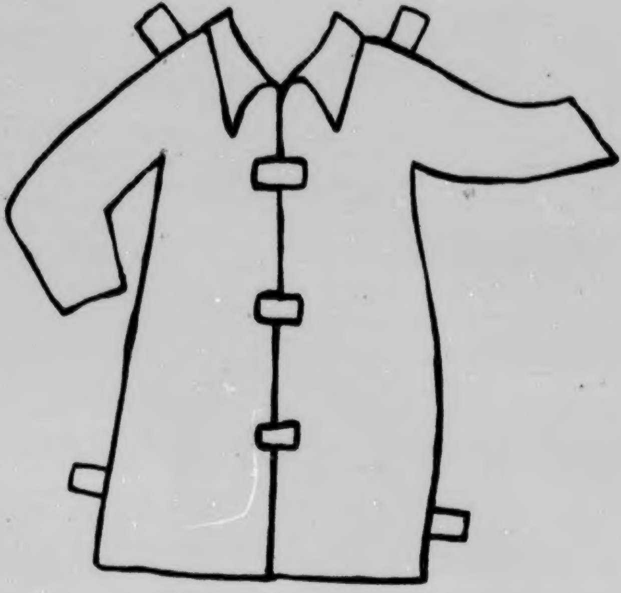
16. Trick or Treat. Near Halloween, discuss the safest kind of costumes to wear when tricking or treating. Discuss the safest routes to use. Hold a contest for the scariest, prettiest, etc. costumes using reflective materials.

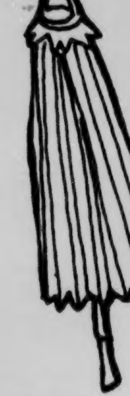
KALEO

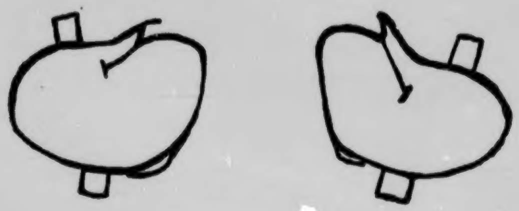


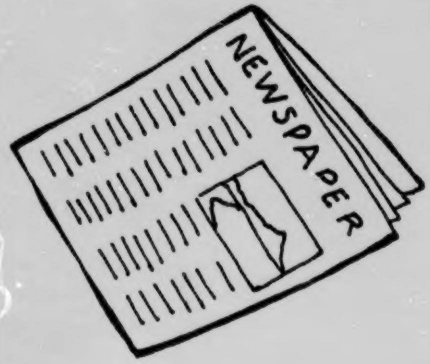








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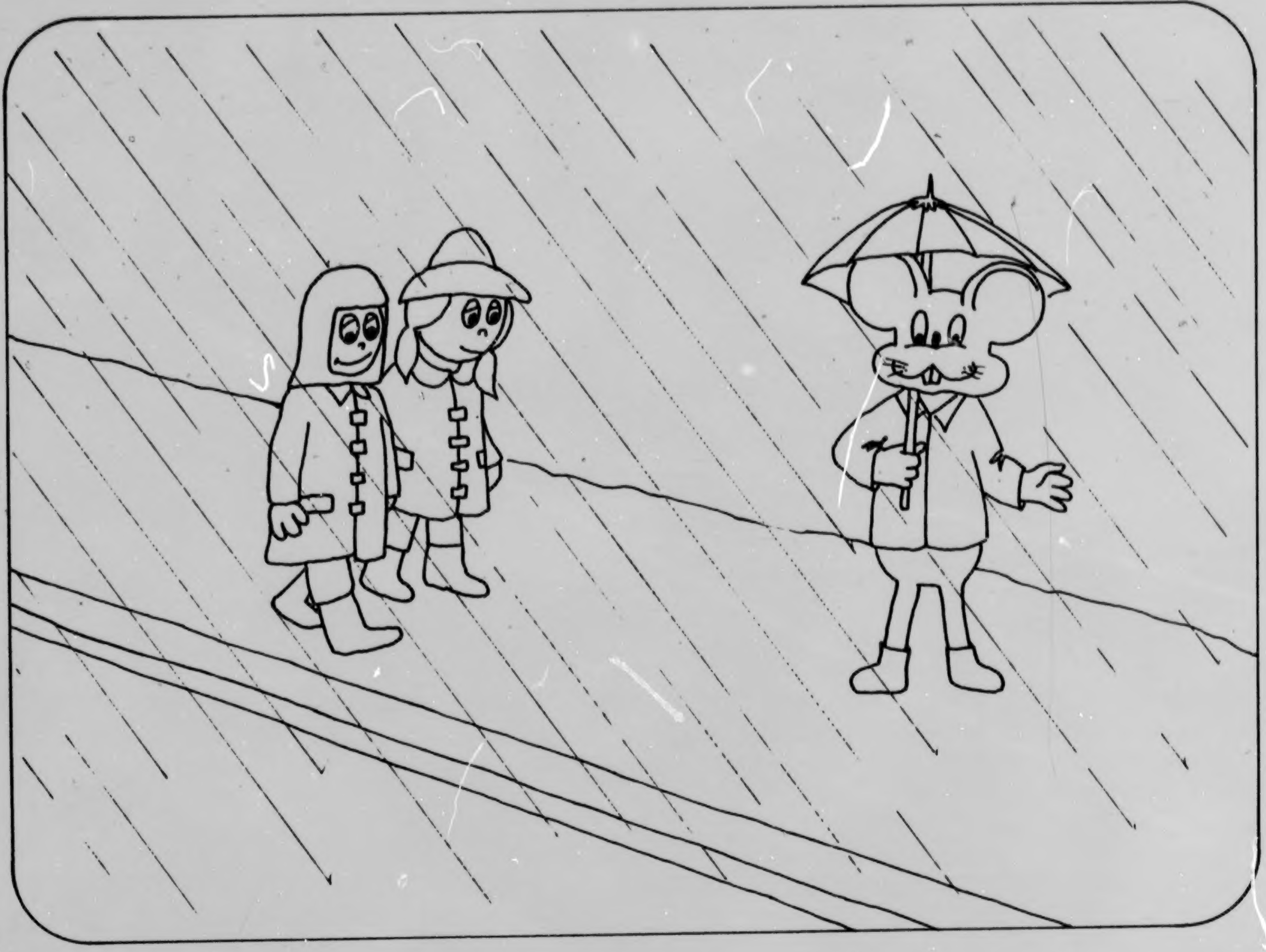

LESSON ELEVEN
EMERGENCY INFORMATION

OBJECTIVES:

a. Students can recite their names, addresses and phone numbers.

b. Given a verbal description of an emergency situation, the student will demonstrate or describe proper emergency procedures.

TEACHER INFORMATION:

1. Knowing emergency numbers and procedures is essential in acting calmly in an emergency.
   a. Students should KNOW their full address, phone number, and their father's or mother's exact place of business. Emergency numbers should be listed in a place known to the student.
   b. Students must learn what to do (and what not to do) in case of emergency. That is, finding the correct number to call, giving name, address, nature of the emergency, and any other information asked for.
2. Practicing what to do in case of emergency decreases the likelihood of panic and inappropriate action.
3. Calling the police or fire department is very serious. Children should not call except in case of emergency.

SUGGESTED ACTIVITIES FOR LEARNING THEIR NAMES, ADDRESSES AND TELEPHONE NUMBERS:

1. Children draw pictures of themselves and print, or have the teacher print, their first and last names just below the drawing. Display on an open bulletin board.
2. Teacher places each child's first and last name on flash cards and rewards each child who recognizes his or her own.
3. Children pair off and exchange information about each other, discussing special interests, hobbies, names, addresses, telephone numbers, etc.
4. Make a mailbox in the classroom. Have children write, then address letters to one another.

5. Children print their names, addresses and telephone numbers using the worksheets provided.

6. Children identify their parents' or guardians' first and last names by asking their parents or guardians to print their names at the bottom of a letter sent home which explains their children are learning their telephone numbers, names, parents' first and last names and addresses, in case of an emergency. (See sample "letter to parents" provided.)

7. When taking attendance, call the children's first names and have them answer with their surnames.

8. Give the children envelopes. Let them put their own address and name on them and the school's address for the return address. They may write a letter, then mail it home.

9. Bulletin Board. Make a plain, undecorated house for each child in the class identified by name and place it on a bulletin board. Ask each child to put a home address on a house. Then let each child add a door, window, etc., to the house as the student is able to tell you the full name, parents' names, etc. In addition, a map can be drawn and each child's house may be placed in its proper location in relation to the school, helping the children to visualize the area.

10. Role-Play Situations

    a. Child and two other friends: You and two other children tried making a new route home from school but seem to have gotten lost. One of your friend's mother just happens by and offers you and the other girls (boys) a ride home--only she doesn't know where you live. What would you do?

    b. Children practice reading names, addresses, and telephone numbers of classmates and themselves.

    c. Set up play telephones at opposite ends of the room and role-play what you would do and how you would report a fire (car or bicycle accident) by using the telephone; another student is on the other telephone to receive the call.

    d. Choose one child to be a helper; e.g., a police officer. Choose another child to be a lost person and role-play the situation. The lost child should be able to state full name, address, telephone number, etc.

11. Class Directory. Have the students make up a class directory supplying all necessary information. Make copies and distribute to all members of the class.

12. ID Cards. Have the children make identification cards for their wallets or billfolds. The ID cards should include the information outlined in the objectives above.

SUGGESTED ACTIVITIES FOR LEARNING PROPER BEHAVIOR FOR EMERGENCY SITUATIONS:

1. Emergency Information. Have the students design an emergency information form which requests their full name, etc. (listed above), and any additional information that they might think is necessary, such as family doctor, their route to and from school, bus number, and schedule.

2. Have several children take turns acting out how to behave in an emergency situation. Use a toy telephone. Emphasize importance of knowing emergency numbers and procedures.

   Example: A fire has started in the bedroom. You and your little sister are home alone. Act out what you must do. (Take sister and leave the house quickly. Go to a neighbor's house or the nearest phone. Find the correct number. Call, and give the necessary information. Wait away from the house.)

3. Have students take turns answering the calls being the fireman, policeman, doctor, etc., and asking for the information: full name, address, telephone number, nature of emergency, parents' name, etc. Ask students: What if you don't have the right number? What must be planned ahead of time? (Exits, a list of emergency numbers, etc.) Stress that calling the police and fire department is very serious. Children should not call except in case of emergency.

   Repeat this role playing procedure with variations, having the children practice procedures and giving information. Some possible emergency situations for role playing are:

   a. Someone is hurt by your house.

   b. A little boy is lost.

c. You see smoke coming from under the closet door in your little sister's room. (Find your little sister!)

d. You get up at night. When you touch the bedroom handle, it is hot and you smell smoke. (Stress use of alternate fire routes, the importance of time, waking other family members, getting out quickly, etc.)

e. In front of your house your friend got into a car with a man who is a stranger to both of you. The man promised him some candy. What should you do? (Tell an adult, note license number, call police, etc.)

4. Have children draw pictures of police officers, fire fighters, or doctors helping people in an emergency. (Examples: Two police officers carrying a man on a stretcher. A fire fighter spraying a fire with the fire hose, carrying someone down the ladder. A doctor with a stethoscope, etc.)

Dear Parents,

Your child has been learning what to do in case of an emergency. The student needs to know address, telephone number, and parent's name and place of work or telephone number. It is a good idea to put the list of emergency numbers near the phone. If you have no phone, a list put in a particular place is still important. Numbers should include:

POLICE DEPT.
FIRE DEPT.
DOCTOR
HOSPITAL
FATHER'S EMPLOYER
MOTHER'S EMPLOYER
NEIGHBOR

If you do not presently have a list of emergency numbers, please help your child make one. Holding the button down on the telephone, have your child practice dialing the number of the fire department, then the police department. Have your children give the necessary information: name, address, telephone number, parent's name, etc.

Stress to your child that calling the police or fire department is very serious and should not be done except in case of emergency.

In case of fire, it is good to have an emergency exit plan including at least two routes outside from each room and a pre-arranged meeting place. Lives have been lost because of someone re-entering a burning building to rescue a person already out and safe. An even better safety practice is to have a home fire drill with the family. Stress getting out quickly and leaving things behind, then going to a neighbor's home to phone, and staying away from the burning building. Both adults and children are less likely to panic in an emergency if they know what to do, and especially if they have practiced emergency procedures.

We hope this information will be of help to you and your family.

Put an "X" by the appropriate statements and return.

____ 1. My child and I made a list of emergency numbers to put near the phone.

____ 2. We have a list of emergency numbers near the phone.

____ 3. We planned at least two exits from each room to use in case of a fire.

____ 4. We have practiced a home emergency fire drill within the last 6 months.

Signed ________________________________

Practice on this page.
Print your full name.

My name is

My name is

My name is

My name is

My name is

My telephone number is

My telephone number is

My telephone number is

My telephone number is

My telephone number is

I AM A GOOD CITIZEN

My name is ______________________________

My address is ______________________________

My telephone number is ______________________________

IDENTIFICATION CARD

NAME ______________________________

ADDRESS ______________________________

____

PHONE NO. ______________________________

PARENT'S NAME ______________________________

EMERGENCY PHONE NO. ____________________

IDENTIFICATION CARD

NAME ______________________________

ADDRESS ______________________________

____

PHONE NO. ______________________________

PARENT'S NAME ______________________________

EMERGENCY PHONE NO. ____________________

IDENTIFICATION CARD

NAME ______________________________

ADDRESS ______________________________

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PHONE NO. ______________________________

PARENT'S NAME ______________________________

EMERGENCY PHONE NO. ____________________

IDENTIFICATION CARD

NAME ______________________________

ADDRESS ______________________________

____

PHONE NO. ______________________________

PARENT'S NAME ______________________________

EMERGENCY PHONE NO. ____________________

LESSON TWELVE
STRANGERS

OBJECTIVE: Students will understand that safe pedestrians accept rides offered only by persons with whom parents have given them permission to ride.

TEACHER INFORMATION:

Teachers must be careful not to plant distrust of all persons in the minds of young students. Yet, the need for caution must be transmitted.

It is difficult to tell who a "child molester" may be. It may be a friend of the family, a family member, or a stranger.

SUGGESTED ACTIVITIES:

1. Caution children about traveling with someone. Remind them not to go alone to a park, restroom, or play in a deserted area. Explain that if he/she is injured or hurt, no one will be around to help him/her.

2. Remind students that they should accept rides only with those persons their parents have specifically said they can go with.

3. Children need to be reminded about not approaching anyone or walking with anyone who asks for directions.

4. Have students draw and name pictures of some of the persons with whom they have permission to ride.

5. Have students draw a picture illustrating each rule for dealing with persons with whom they do not have permission to go with.

6. Name various persons. Let students identify whether they are friends or strangers.

7. With the class, attempt to define what a stranger is: "A person I do not know" and, that strangers can be good people or bad people.

   Have you ever been asked by a stranger to get into his/her car?

   What can you do to keep yourself "safe" from strangers?

How might a stranger try to get you to go with him/her?

Are all strangers bad? How can you tell?

If a stranger tried to talk with you or get you to go with him or her, why should you tell a parent or teacher?

Why shouldn't you give information to strangers about you? (e.g., your name, address, etc.)

Why is it important to write down the license number of a stranger's car?

8. Read the story "The Candy Man" to the class or have the class read the story.

As a class discuss:

Should the children go with Sam?

What would you do in a situation like this?

What might happen?

Why would you trust Sam?

How wouldn't you trust Sam?

How would you handle this situation?

Do the children owe it to Sam to go with him?

Write or role-play several endings to this story showing possible outcomes.

THE CANDY MAN

As Pua was walking home from school she saw two of her friends, Kealoha and Manu talking excitedly to a man standing next to a red car.

Since she was very curious, Pua found herself coming closer to this small group. The man was of medium height, fairly young, dressed neatly and good looking in his appearance. He had two chocolate bars in his hands; he had given Kealoha and Manu one each and they looked as if they wanted more.

"I'll tell you what," the man was saying. "You come with me, help me deliver the rest of my candy, and I'll have you home in half an hour."

"But I've got to tell my mother," Manu said. And Kealoha nodded his head in agreement.

"Well, I see you are both responsible boys. I'll take you home first, and then we'll go to work."

At that moment Pua walked into the group.

"What's going on?" she asked.

"Sam, that's his name, wants us to help him deliver some candy," Manu said.

Kealoha said, "Yeah, and we'll get one whole box each for ourselves."

"Shouldn't you tell your Mom first?" Pua asked.

"Sure, Sam will drive us home, and then we'll go with him, Kealoha volunteered.

"Want to come too?" Manu asked Pua.

"Gee, it sounds great," Pua said.

LESSON THIRTEEN
SAFEST ROUTE

OBJECTIVE: The child will determine the safest route for walking from his/her home to school and to other frequently traveled places.

TEACHER INFORMATION:

Our knowledge of pedestrian hazards and our appreciation and understanding of life-saving rules and regulations are put to crucial test each day as we travel familiar routes. On the basis of knowledge gained from previous lessons, the routes children take to school and to other points of interest should be re-examined to determine if they represent the safest possible routes. Careful consideration of the pedestrian hazards faced in his daily experience will make each child more alert in response to them and, thus, more prepared to prevent accidents.

Remind children that it is their responsibility to be alert to watch out for their own safety.

SUGGESTED ACTIVITIES:

1. Send a letter home to parents requesting their assistance in planning the safest route to school. Ask them to be specific in determining where to cross streets, where the traffic lights are located, etc. Have the children bring their plan or map to school.

2. Have students fill out the school route survey. Have students compare forms with each other. Discuss: Which routes are safer? More dangerous? Why?

3. After a discussion of safe routes, give each child a copy of the story below to fill in.

   I cross ____________ corners on my way to school.
   ____________ of the corners have traffic signals and
   ____________ of the corners have "WALK" signs.
   ____________ corners have J.P.O.'s but ____________
   have no J.P.O.'s or signals at all. The corners
   without any signals are the ____________ to cross.

4. Take the class on a walk to pedestrian crossings in the school area and/or the community. Let them discover things that make the area safe. Ask them: "What things does this corner have that another did not? At which corner would you rather cross? Why?"

5. Ask children to think about special hazards they encounter on their way to school. Have the children draw the intersection they consider the most dangerous. Have them use rulers to draw the straight lines and include as many details as they can recall. If they have no special hazard on the way to school, have them draw some that they may encounter on their way to a nearby store, shopping center, or playground. Ask the students if there is any way these intersections could be less dangerous? How?

6. Have students exit from different areas of school, finding the street leading to individual routes home.

   Show location of helpers: J.P.O.'s, crosswalks, signal lights, policeman.

   Find out names of buildings, main streets or highways, other landmarks.

7. Ask the children about all the safety rules they use in getting to school safely every day.

MY SCHOOL ROUTE SURVEY

NAME ______________________________

ADDRESS ____

____

1. How many corners do you cross on the way to school? ______
2. How many of the corners that you cross on the way to school have traffic signal lights? ______
3. How many corners that you cross on the way to school have word signals? ______
4. How many corners that you cross on the way to school have no signals at all? ______
5. Have many of the corners that you cross on the way to school have:

   Policemen? ______

   School Junior Police Officers? ______
6. How do you get to school? ______
7. If you had your choice, which way would you prefer to get to school every day?

   School bus ______

   Walk ______

   Car ______

LESSON FOURTEEN
EMERGENCY VEHICLES

OBJECTIVES:

a. Given a description involving an emergency vehicle on the way to an emergency, the student will decide the proper action a pedestrian should take.

b. Students will demonstrate what "yield right-of-way" means.

TEACHER INFORMATION:

1. Emergency vehicles are special vehicles that help people when they are in trouble. They must go to their area quickly.

2. Right-of-way is the "right of one element of traffic to go first." Right-of-way is never take; it is given. No pedestrian can take the right-of-way from an automobile. The automobile driver must give it to the pedestrian.

3. Hawaii law requires that vehicles and pedestrians must give the right-of-way to emergency vehicles on call. The law requires that they have their lights flashing and siren sounding. Emergency vehicles are vehicles that need help; we help by getting out of the way.

SUGGESTED ACTIVITIES:

1. Discuss each emergency vehicle separately by showing illustrations. Ask:
    a. What is each responsible for?
    b. Why is it important? i.e., Fire trucks put out fires, rescue people in trouble. Police cars help people who are in any kind of trouble and can stop law violators. The ambulance helps take people who are sick or injured to the hospital.

2. Ask: How do you know when there is an emergency and a vehicle must get to the situation quickly? (Lights flashing, siren blowing)

3. Duplicate masters for reproduction. Have children color the vehicles properly. Blue and white for police cars. Yellow or red for fire trucks. White and red for ambulances.

4. Show pictures of the fire truck going to the fire. Ask:

    a. What are the cars doing? the children?

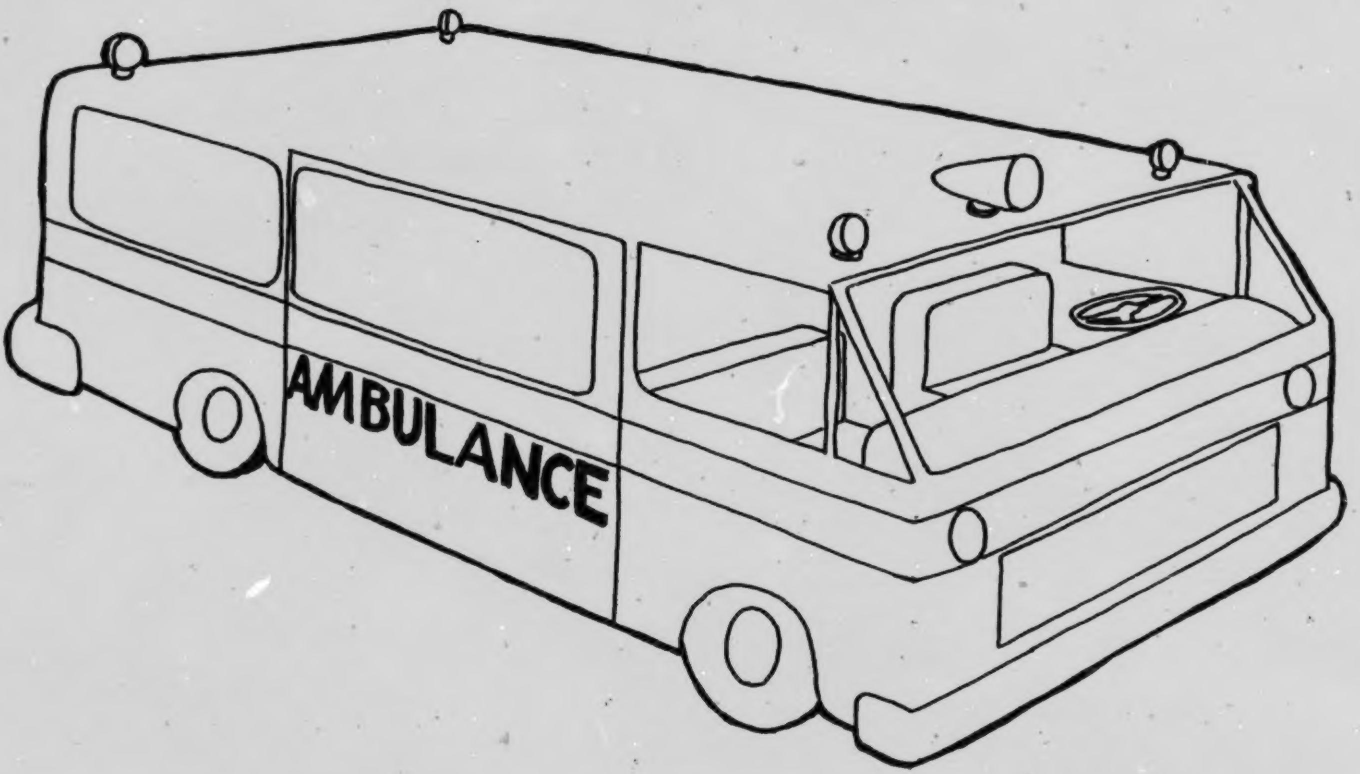
    b. Why are they going to the side? stopping?

    c. What might happen if everyone did not get out of the way?

5. Invite speakers--a police officer, an ambulance driver, or a fire fighter. Invite them to show their equipment and explain their purpose. Visit the police station or fire station. Have students answer the question:

    How can we help the fire fighter, police officer, or the ambulance driver when they are on their way to an emergency?

6. Role-play: Have a few children in the midst of crossing the street when a siren sounds. Have them react naturally. Discuss their reactions. Why must we get out of the way? What happens if we don't get out of the way?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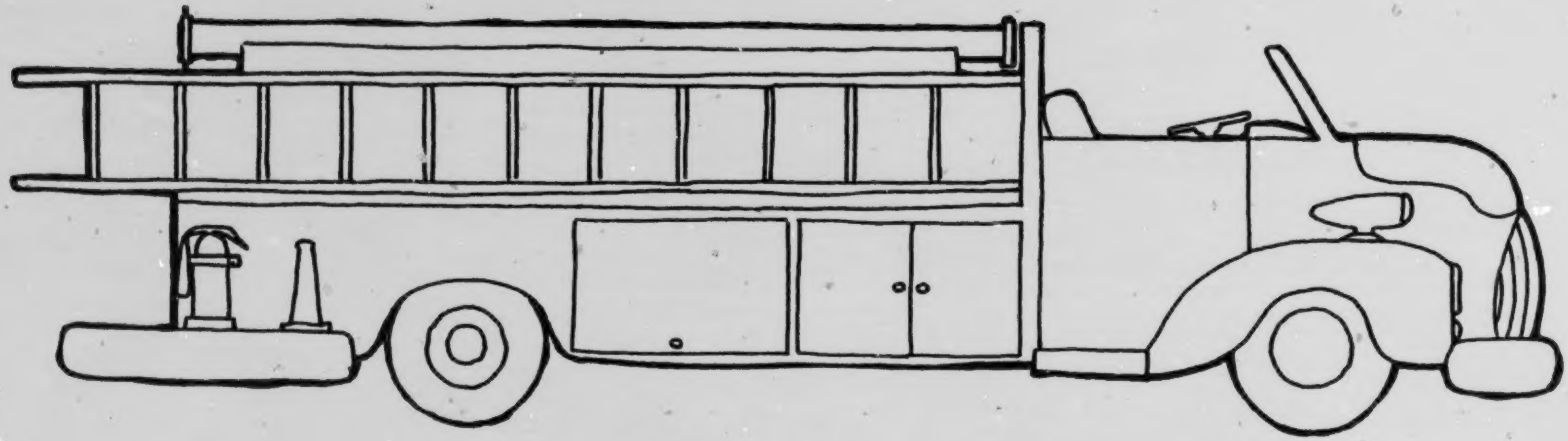

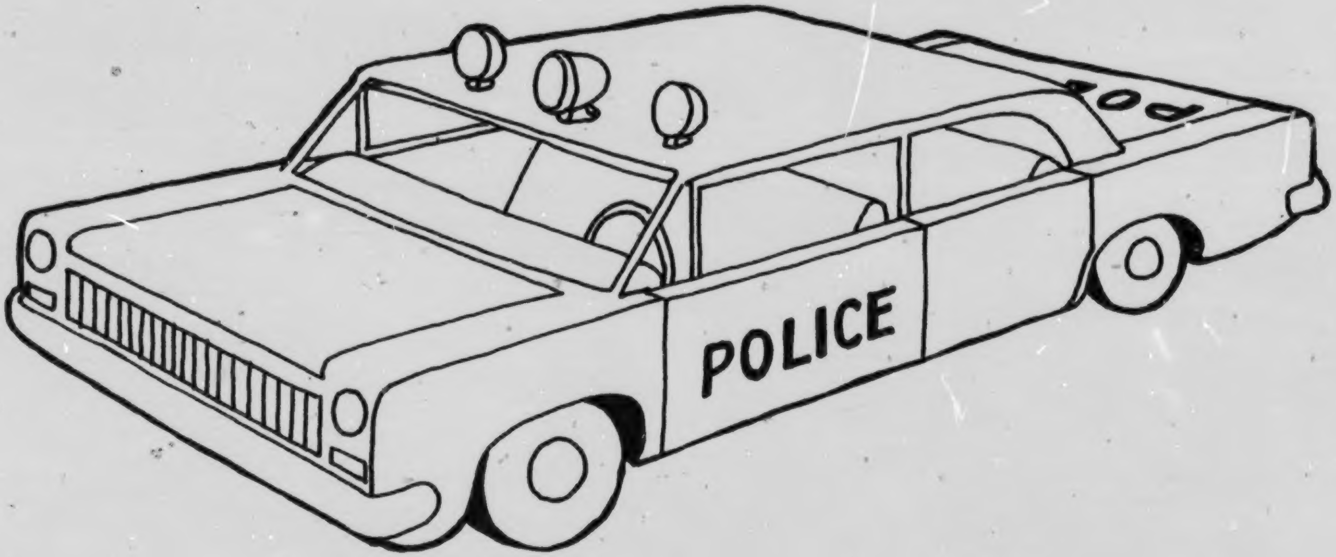
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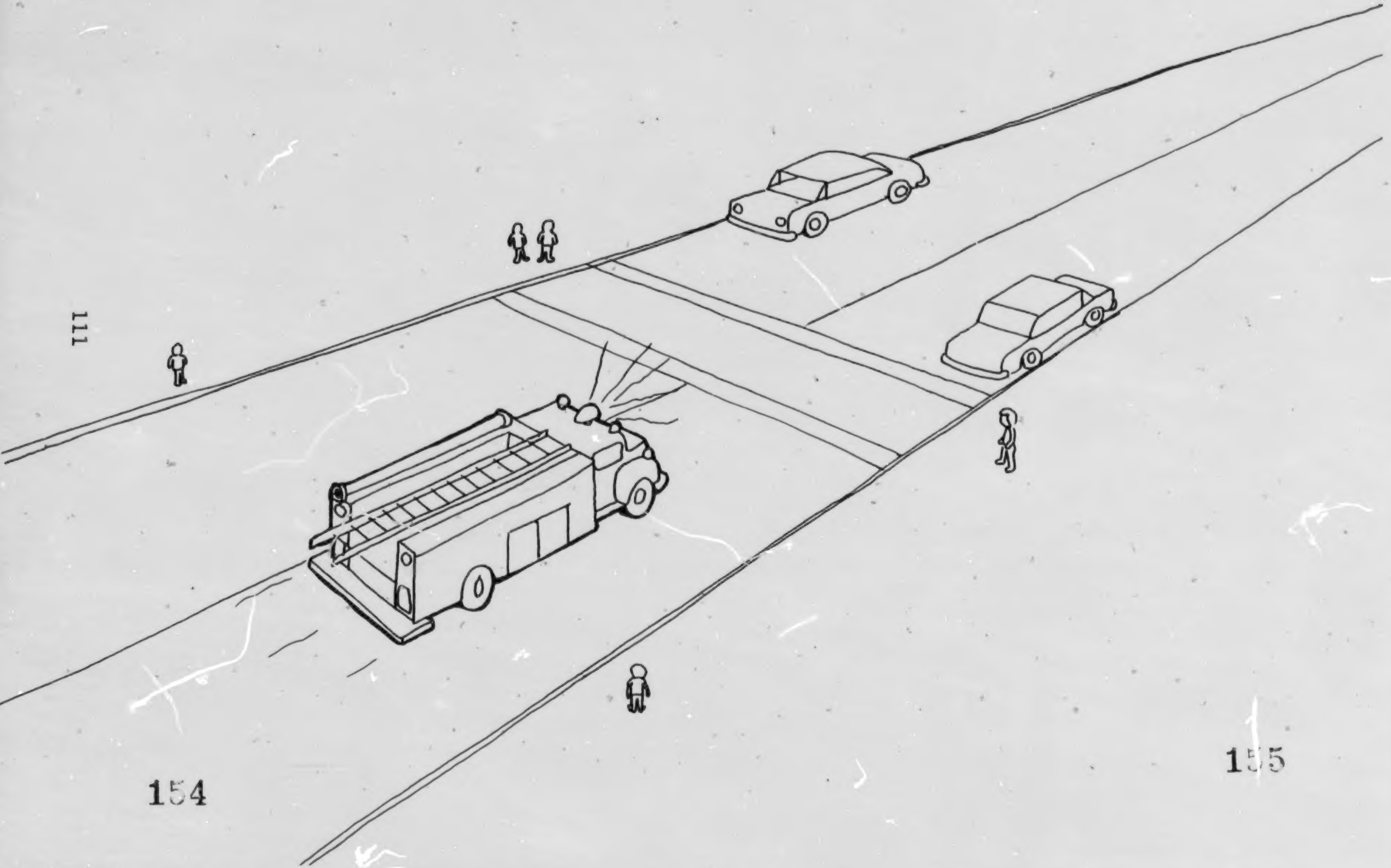

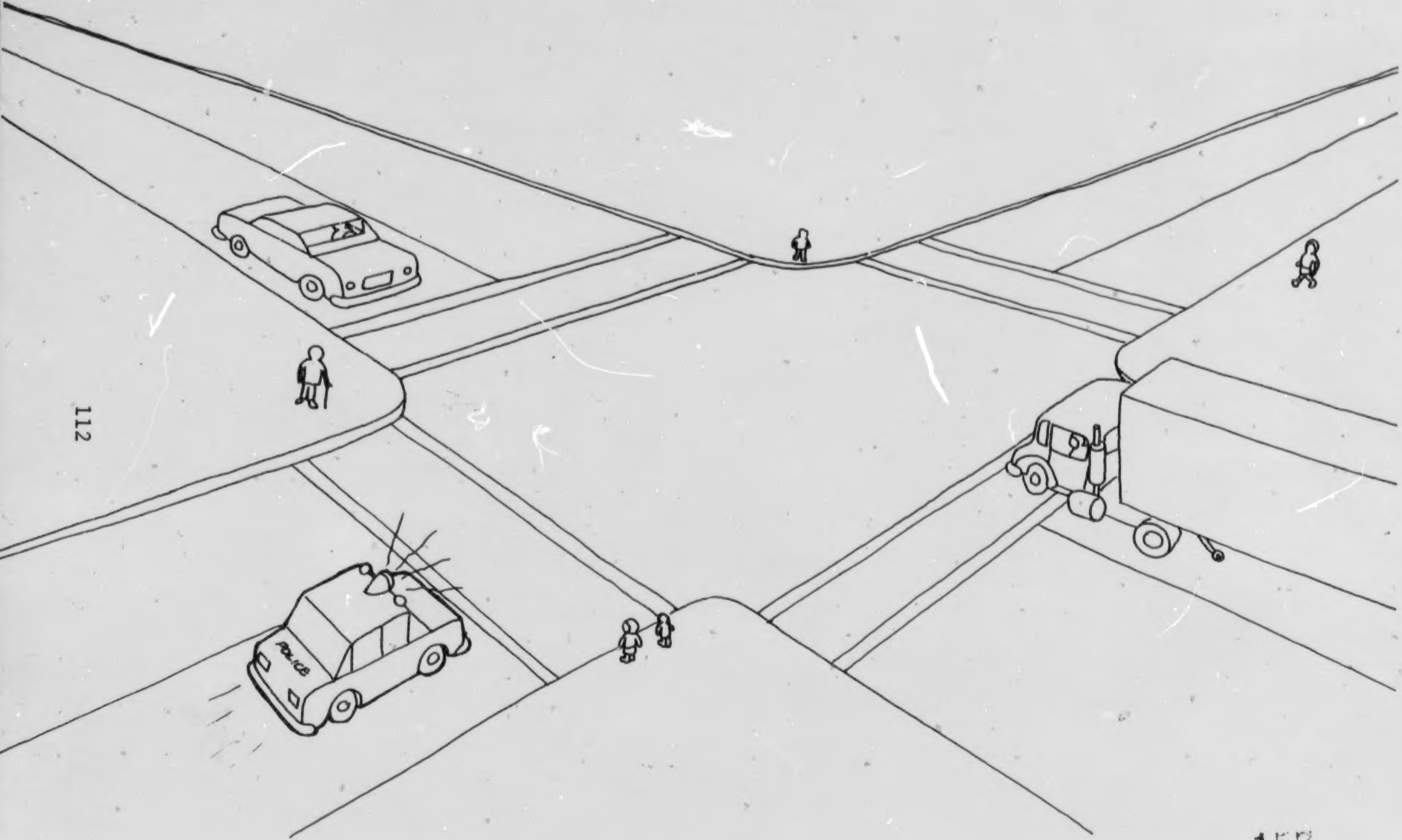
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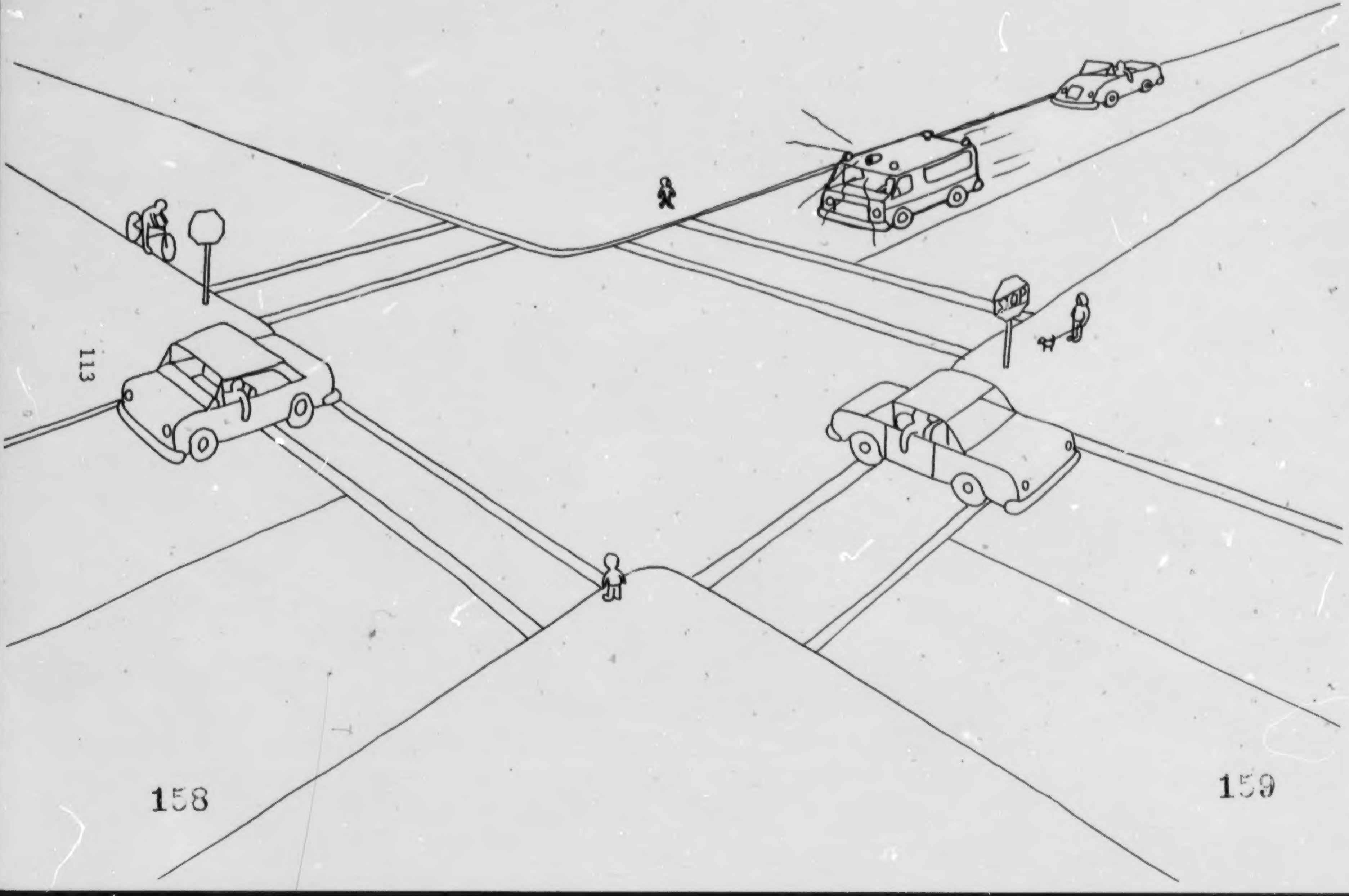
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LESSON FIFTEEN
WALKING ALONG A HIGHWAY

OBJECTIVE: Children will state the reasons why walking along a highway necessitates extra caution.

TEACHER INFORMATION:

Walking along a highway compounds the problems encountered by pedestrians. The same kind of hazards are present but the higher speeds of vehicles increase the risks.

When walking along a highway, use extra caution:

1. If there are no sidewalks, walk on the left side of the road facing oncoming traffic.
2. If you walk with a group, walk single file.
3. Whenever possible, walk on the shoulder of the road.
4. If you must walk on the roadway, step off when traffic approaches.
5. Pedestrians usually are not allowed on superhighways such as freeways and expressways.

It is suggested that most of the teacher's efforts be directed toward advising the children not to walk along highways unless it is absolutely necessary.

ACTIVITIES:

1. Conduct a class discussion on the points listed in Teacher Information.
2. Discuss with the class how to determine which side of the street or road to walk on if a sidewalk is not available. By walking toward a car, you can see it and anticipate the actions of the driver.
3. Ask these questions:
    1) How can you detect an approaching car?
    2) Why is it important that you see the driver approaching?
    3) Why don't all streets have sidewalks?
4. Take the class outdoors to a nearby road or highway and demonstrate the safe walking practices as listed above.

Safety Personnel V

LESSON SIXTEEN
SAFETY PERSONNEL

OBJECTIVES: a. The child will identify those persons who have important jobs in traffic safety.

b. The child will list or recite ways in which each of those safety personnel contribute to one's safety and well-being as a pedestrian.

TEACHER INFORMATION:

Many different people play important traffic safety roles.

1. Lawmakers legislate the rules and regulations that govern our behavior in traffic environments.
2. Police officers give tickets to individuals who endanger our lives by violating traffic laws. Police officers look out for our safety in many ways: they can stop traffic to allow pedestrians to cross streets. They will give assistance to people who are lost or in trouble.
3. The Junior Police Officers (J.P.O.'s) are particularly helpful each morning and afternoon as we travel to and from school. The J.P.O.'s stop traffic for us at busy intersections so that we may cross the streets safely. J.P.O.'s are older students who guard dangerous corners and tell us when it is safe to cross the street.
4. Other community helpers such as the school bus driver, fire fighter, principal of the school and parents assist in planning, supporting, and reminding us about pedestrian safety rules.

SUGGESTED ACTIVITIES:

1. Explain what a community helper is to the class and give examples.
2. Have the children write a letter; or, as a class, compose a letter asking each community helper to visit with your class. Helpers can include a police officer, principal, fire fighter, parent, teacher, nurse, school bus driver, mail carrier, or J.P.O.'s. You may want to ask one helper to visit with the class each week.

Ask each resource helper to discuss the following points with the students:

The person should

a. introduce him or herself;

b. discuss use of any special clothing or equipment;

c. explain duties and how each helps students;

d. be prepared to share a few basic safety tips with the students.

3. After the helper has met with the class, allow children to question the helper.

4. As a follow-up have the children draw pictures of the helper, possibly poster size, and write a safety message, such as, Mrs. Hamada says _________ ____.

5. As a class, compose a thank-you letter to the helper.

6. Traffic Talk. Have children write riddles about people who have important jobs in traffic safety. Read them to the rest of the class. Classmates will guess who the person is.

7. How Would You Like To Be...? Ask the children if they would like to be a Junior Police Officer or a policeofficer. Ask which they would like to be most. Why? Which would they least like to be. Why? Who has the hardest job? The easiest? Under what circumstances would they not want to be one of these people (bad weather, an accident happening because of something they did or did not do, etc.)?

8. Junior Police Officers. Read this story to the class and then discuss how children can help J.P.O.'s do their job.

   Let's pretend. Let's pretend that you are a J.P.O. You are wearing a bright vest and bright helmet. You are standing at the street corner near your school.

   You have a big job to do. You have to have eyes for many people. You have to see cars that are coming. You have to be sure it is safe to cross the street.

You do your job well. You make sure cars stop when the STOP sign is out for children to cross. You obey rules. You dress neatly. You are always on time. You are polite to others. You care about the safety of others. You direct children to stay on the curb while waiting to cross.

But you are not really a junior police officer. We were only pretending. You are not old enough to be a J.P.O. Some day, maybe next year, you will be old enough. But first you must show your teachers and friends that you are interested in safety. If you do, you may be chosen to be on the J.P.O. squad.

You can prove that you are interested in safety now. Here is how:

1. Pay attention to what the J.P.O.'s say.
2. Wait back from the curb or edge of the road until signaled to cross.
3. Wait quietly without kicking, pushing, shoving, or making faces.
4. Cross quickly without running.

   Ask:

   1. Why do J.P.O.'s wear bright vests? helmets?
   2. Why should they be obeyed?
   3. Why do schools have J.P.O.'s?
   4. When is the proper time to cross?
   5. Where should students stand and wait?

9. Role Play. Have some students take turns being J.P.O.'s while other students cross the street. Students may role-play being other community helpers.

10. Discuss how the children can be traffic safety helpers. They may have the responsibility of caring for their younger brothers or sisters.

    List ways they can help. How can they help others follow safety rules?

Learning Center VI

LISTENING SITUATIONS FOR PROBLEM SOLVING

ON TAPE: Listen to the following situations. After each situation, see if you can answer these questions.

1. Can you tell what is happening?
2. If you were in this situation, what would you be doing?
3. Can you name some of the pedestrian rules you might be following?

Situation 1: Door slamming--ignition of starting car--slow movement of car (pause in tape).

Situation 2: Car going at normal rate of speed-tires screeching--voice saying "Hey, watch out" (pause in tape).

Situation 3: Sounds of children playing--honking of a car.

Situation 4: Car approaches--voice of person luring child to car (pause in tape).

Situation 5: Ambulance siren coming and going (pause in tape).

Situation 6: Fire alarm and fire truck siren-crackling sound of fire (pause).

Situation 7: Approaching motorcycle.

UNSCRAMBLE THE SAFETY WORDS

Match the scrambled word to the correct spelling. Choose five of the words. Write five sentences using each of the words.

1. setraindeps
2. walrocsks
3. facirft
4. diely
5. pots
6. farcule
7. kolo
8. waylajk
9. glinse life
10. manopilce

a. crosswalk
b. policeman
c. careful
d. jaywalk
e. single file
f. traffic
g. pedestrians
h. stop
i. yield
j. look

1. ____________________.
2. ____________________.
3. ____________________.
4. ____________________.
5. ____________________.

Answers: 1-g, 2-a, 3-f, 4-i, 5-h, 6-c, 7-j, 8-d, 9-e, 10-b

RIDDLES

1. I have three eyes and only one head.
   My colors are green, yellow, and red.
   What am I? Answer: Stoplight.

2. I am a place for you to wait
   While traffic is moving at a very fast rate.
   What am I? Answer: Curb.

3. This person helps us all the day
   To cross the street in a very safe way.
   Who is he? Answer: Police officer.

4. I am a color you should wear
   So drivers at night will know to beware.
   What am I? Answer: White.

5. If this sound you should hear,
   Always be sure the street is clear.
   What am I? Answer: Siren.

6. I have long white lines for you to see.
   When crossing the street you walk in between me.
   What am I? Answer: Crosswalk.

7. I am the color that you will see
   When it is time to cross the street carefully.
   What am I? Answer: Green.

8. Each school has people to help you and me
   Cross the street so very carefully.
   Who are we? Answer: Junior Police Officers

9. I'm the safest place to cross the street.
   Wait here and see no cars I'll meet.
   What am I? Answer: Corner.

10. I am the color that says you don't go.
    Because the traffic is not going slow.
    What am I? Answer: Red.

PEDESTRIAN SAFETY
CROSSWORD PUZZLE

Across

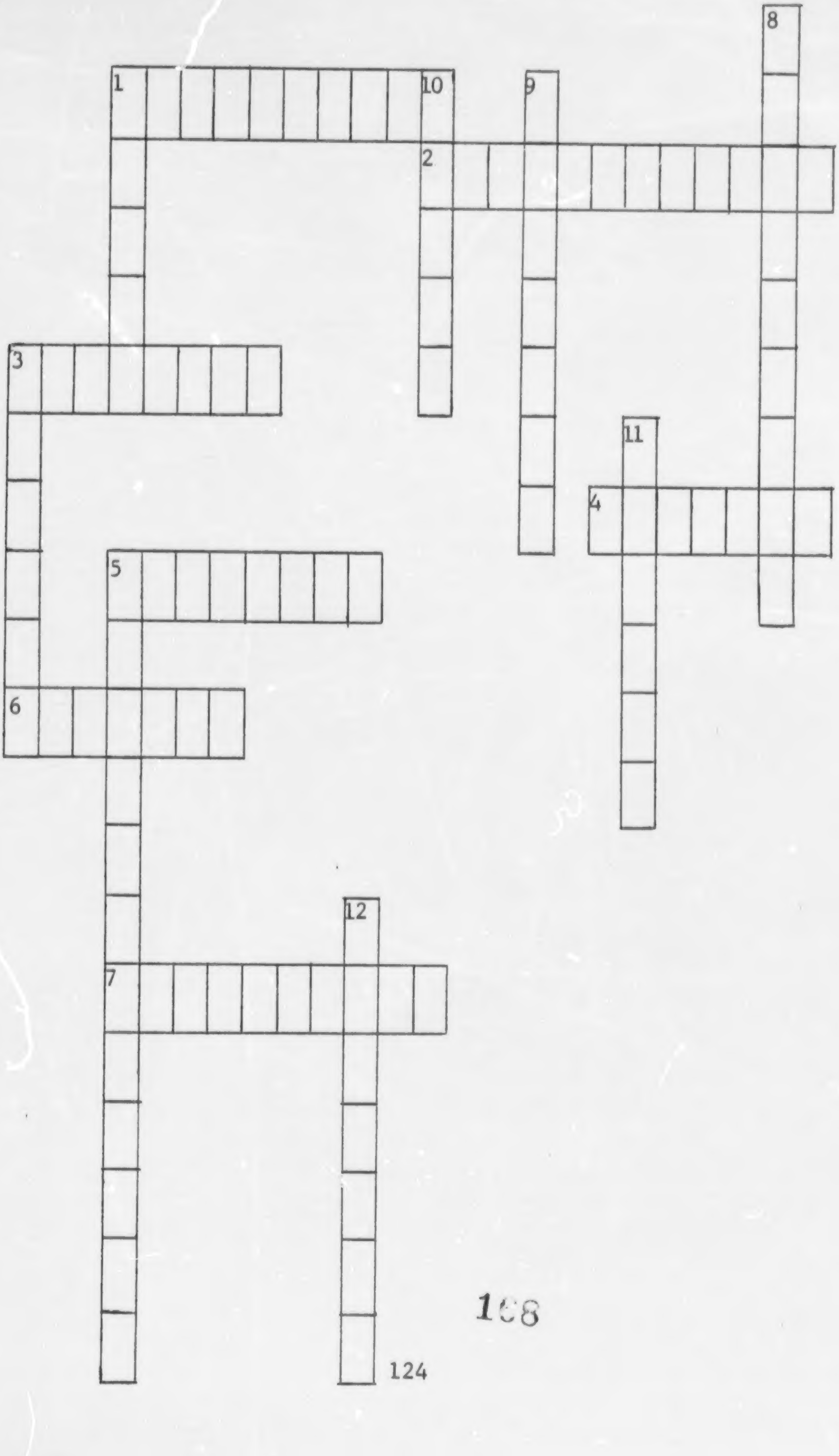
1. A pedestrian should always give vehicles the ________.
2. A place where two or more streets cross is an ______.
3. Whenever possible you should walk on the _______.
4. To ______ is to cross the street where there is no crosswalk.
5. A ______ is a person that you do not know.
6. You should always be careful when walking in heavy ______.
7. A ______ is anyone on foot.

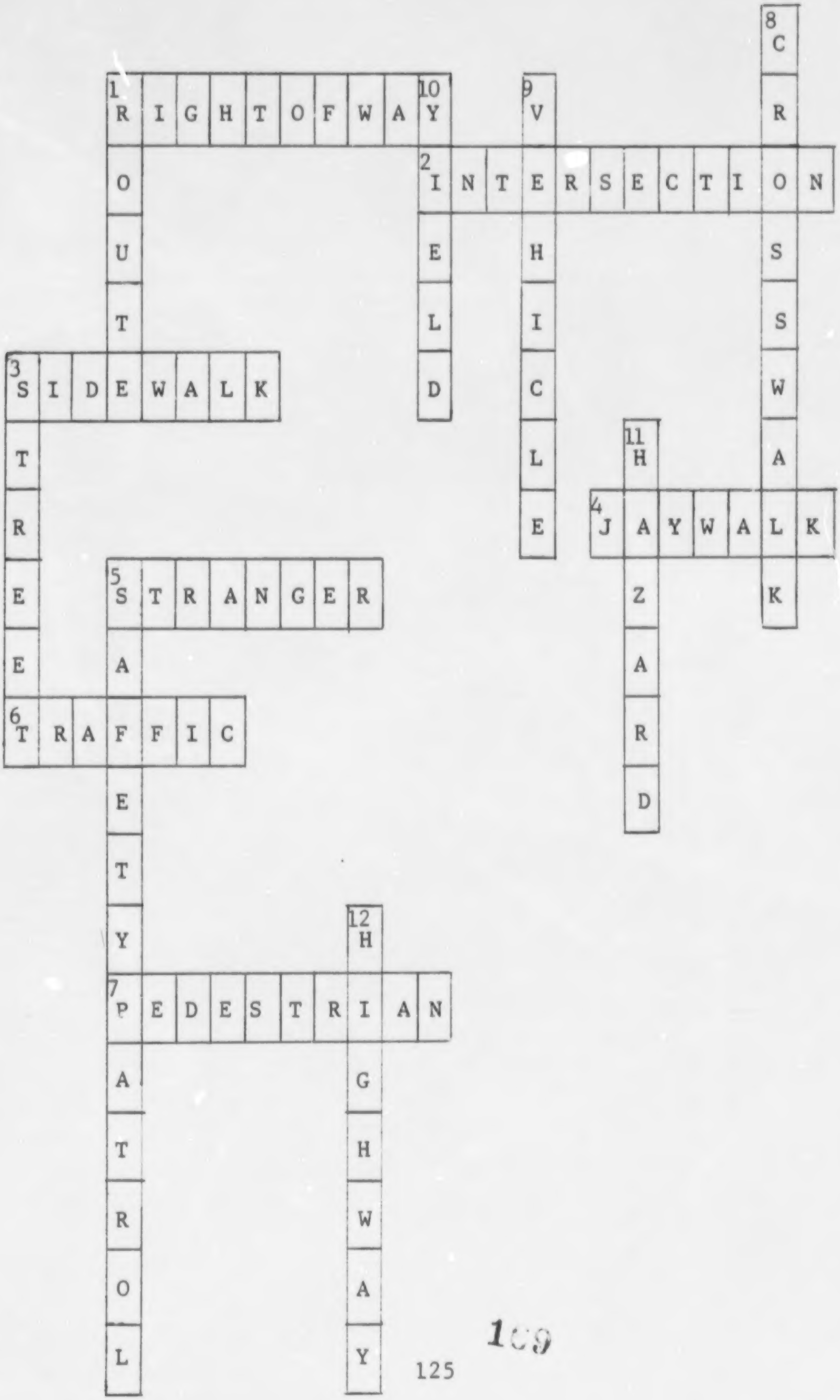
Down

1. When walking to school you should always choose the closest ________.
3. Be especially careful of a busy _______.
5. Another word for Junior Police Officer is ______.
8. Always cross the street at a _______.
9. Watch out for a speeding _______.
10. Always _______ the right-of-way to the vehicles.
11. Another word for danger is ________.
12. Step off to the shoulder of the _______ when a vehicle approaches.

Words to Choose

highway
pedestrian
vehicle
jaywalk
yield
stranger
crosswalk
route
hazard
sidewalk
intersection
street
safety patrol
right-of-way
traffic




1 RIGHTOFWAY
1 ROUTE
2 INTERSECTION
3 SIDEWALK
3 STREET
4 JAYWALK
5 STRANGER
5 SAFETY
6 TRAFFIC
7 PEDESTRIAN
7 PATROL
8 CROSSWALK
9 VEHICLE
10 YIELD
11 HAZARD
12 HIGHWAY

DECODING SAFETY MESSAGES

By using the following number-letter code, children can find the secret safety rules:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

T	U	V	W	X	Y	Z
20	21	22	23	24	25	26

1. 1 12 23 1 25 19   2 21 3 11 12 5   25 15 21 18   19 1 6 5 20 25   2 5 12 20

2. 7 15   15 14   7 18 5 5 14;   19 20 15 16   15 14   18 5 4

3. 3 18 15 19 19 9 14 7   1 20   3 15 18 14 5 18 19   9 19   19 13 1 18 20

4. 23 1 12 11,   4 15   14 15 20   18 21 14

1. Always buckle your safety belt. 2. Go on green; stop on red.
3. Crossing at corners is smart. 4. Walk, do not run.

CIRCLE THE HAZARDS FOR PEDESTRIANS

U	R	R	P	U	V	L	B	D	I	G	E	H	I	K	I	J	T
P	B	E	A	Z	T	K	L	U	A	Y	G	H	F	D	N	H	E
V	O	G	H	I	L	L	S	S	R	G	D	E	C	J	T	J	N
I	X	I	L	R	L	X	L	K	V	Y	I	S	V	W	E	X	O
S	T	U	I	T	N	R	E	G	N	A	R	T	S	B	R	Z	U
I	K	O	N	D	O	Q	O	P	C	W	B	R	A	Y	S	F	T
B	Q	C	E	O	I	G	U	A	V	H	X	W	G	Z	E	C	I
I	G	A	U	C	T	B	V	X	D	G	K	L	Z	R	C	B	U
L	S	B	G	R	A	I	N	I	C	I	F	F	A	R	T	S	F
I	L	D	T	B	T	I	M	Z	S	H	V	C	L	E	I	T	G
T	X	C	A	N	S	M	J	L	U	I	D	E	L	X	O	H	V
Y	A	F	S	O	E	K	A	N	O	E	B	I	E	J	N	Q	K
R	Q	L	M	M	R	M	N	T	K	O	S	I	Y	W	O	P	Q
T	R	A	F	F	I	C	S	R	T	O	R	U	S	V	P	W	H
R	X	Y	K	N	F	Z	A	C	S	Y	A	W	E	V	I	R	D
A	Z	B	A	C	D	P	D	E	I	N	C	O	M	G	N	F	G

These words are used in the puzzle:

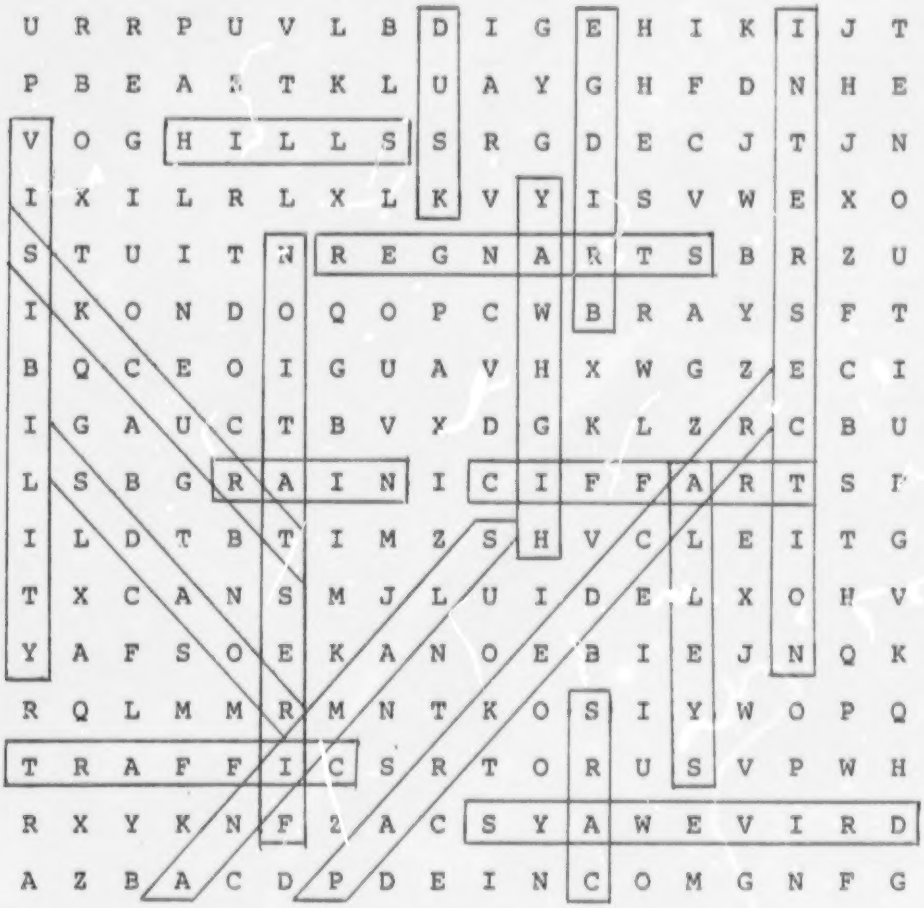
stranger
animals
intersection
visibility
alleys
driveways

trucks
bridge
parked car
fire station
traffic
cars

hills
roads
rain
dusk
highway
traffic

ANSWER SHEET

CIRCLE THE HAZARDS FOR PEDESTRIANS



U R R P U V L B D I G E H I K I J T

P B E A N T K L U A Y G H F D N H E

V O G H I L L S S R G D E C J T J N

I X I L R L X L K V Y I S V W E X O

S T U I T N R E G N A R T S B R Z U

I K O N D O Q O P C W B R A Y S F T

B Q C E O I G U A V H X W G Z E C I

I G A U C T B V X D G K L Z R C B U

L S B G R A I N I C I F F A R T S F

I L D T B T I M Z S H V C L E I T G

T X C A N S M J L U I D E L X O H V

Y A F S O E K A N O E B I E J N Q K

R Q L M M R M N T K O S I Y W O P Q

T R A F F I C S R T O R U S V P W H

R X Y K N F Z A C S Y A W E V I R D

A Z B A C D P D E I N C O M G N F G

These words are used in the puzzle:

stranger
animals
intersection
visibility
alleys
driveways

trucks
bridge
parked car
fire station
traffic
cars

hills
roads
rain
dusk
highway
traffic

BRAINGAME - PEDESTRIAN SAFETY

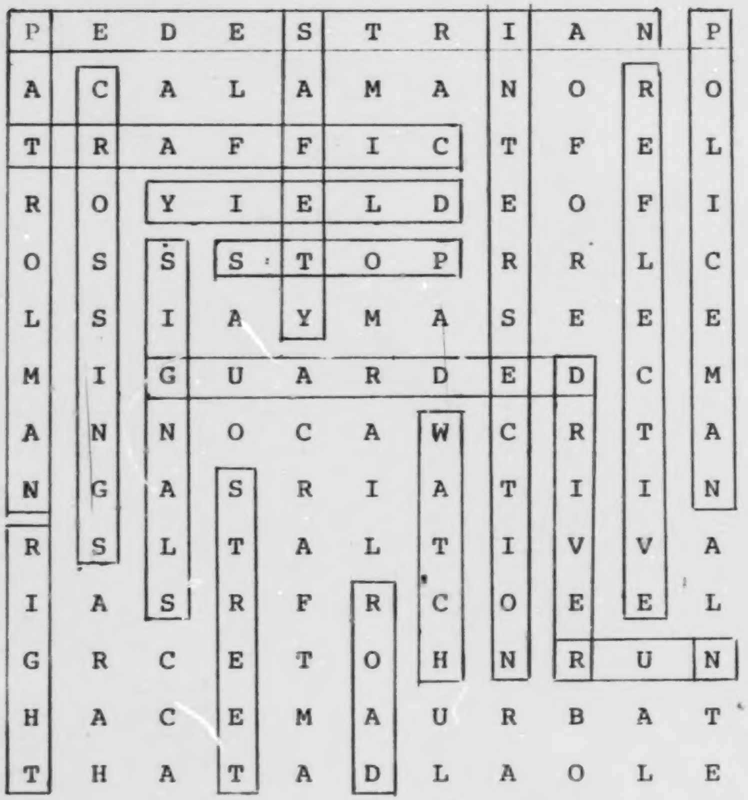
P	E	D	E	S	T	R	I	A	N	P
A	C	A	L	A	M	A	N	O	R	O
T	R	A	F	F	I	C	T	F	E	L
R	O	Y	I	E	L	D	E	O	F	I
O	S	S	S	T	O	P	R	R	L	C
L	S	I	A	Y	M	A	S	E	E	E
M	I	G	U	A	R	D	E	D	C	M
A	N	N	O	C	A	W	C	R	T	A
N	G	A	S	R	I	A	T	I	I	N
R	S	L	T	A	L	T	I	V	V	A
I	A	S	R	F	R	C	O	E	E	L
G	R	C	E	T	O	H	N	R	U	N
H	A	C	E	M	A	U	R	B	A	T
T	H	A	T	A	D	L	A	O	L	E

Find these words:

Pedestrian
Yield
Stop
Guarded
Traffic
Signals
Crossings
Reflective
Street
Watch
Patrolman
Safety
Intersection
Road
Policeman
Driver
Left
Right
Run

ANSWER SHEET

BRAINGAME - PEDESTRIAN SAFETY



P	E	D	E	S	T	R	I	A	N	P
A	C	A	L	A	M	A	N	O	R	O
T	R	A	F	F	I	C	T	F	E	L
R	O	Y	I	E	L	D	E	O	F	I
O	S	S	S	T	O	P	R	R	L	C
L	S	I	A	Y	M	A	S	E	E	E
M	I	G	U	A	R	D	E	D	C	M
A	N	N	O	C	A	W	C	R	T	A
N	G	A	S	R	I	A	T	I	I	N
R	S	L	T	A	L	T	I	V	V	A
I	A	S	R	F	R	C	O	E	E	L
G	R	C	E	T	O	H	N	R	U	N
H	A	C	E	M	A	U	R	B	A	T
T	H	A	T	A	D	L	A	O	L	E

Find these words:

Pedestrian
Yield
Stop
Guarded
Traffic
Signals
Crossings
Reflective
Street
Watch

Patrolman
Safety
Intersection
Road
Policeman
Driver
Left
Right
Run

Other Components of the Program VII

FILMSTRIPS

The two filmstrips and cassette tapes, "Kaleo's Safe Walking Rules" and "A Trip to the Playgound", focus on the major emphases of the program.

"Kaleo's Safewalking Rules" tells students of the basic rules a safe pedestrian needs to remember. It may be used several times during the unit as an introduction, teaching a new concept or for evaluation and review purposes.

"A Trip to the Playground" stresses awareness of hazardous situations. Lehua, Kapona and Kanoe encounter situations for which they must make correct decisions in order to make a safe trip to the playground.

Several frames, with backgound music but no narration, are included for purposes of review at the end of each filmstrip.

KALEO'S SAFE WALKING RULES

1. Hi, I'm Kaleo. I am your friend and a very special mouse. I'm here to share some rules that will help to keep you a happy and safe pedestrian.
2. We are all pedestrians when we walk.
3. Sidewalks are usually there for people to walk on.
4. If a road has no sidewalks, walk on the left facing traffic.
5. Choose the safest route when walking anywhere--to school, to play at a friend's house, or when walking home.
6. Cross at the corner. Most intersections have crosswalks or stoplights to help you. Drivers expect you to cross there.
7. Never cross in the middle of the block.
8. Wait for the light to turn green.
9. Look to your left,
10. To your right,
11. Then to your left again.
12. Make sure that no car is coming or turning.
13. If a car slows down and stops, make sure that the driver sees you. Then walk quickly across.
14. Signals and signs are there to help you to be safe. Knowing what they mean helps drivers and pedestrians to avoid accidents.
15. When the red light on the traffic signal is on, it means STOP.
16. When the yellow light of the traffic signal is on, it is a warning that the light is going to change. Wait at the curb. If you are already in the street, walk quickly to the other side.
17. When the green light of the traffic signal is on, check to your left, to your right, then to your left again. Make sure no car is turning in front of you or disobeying the signal lights. Then walk quickly across in the crosswalk.

18. Sometimes the traffic lights have pedestrian signals. When you see the WALK-DON'T WALK signs, obey them.

19. When the WALK light is on

20. Scan to your left, then to your right, then to your left again

21. Then walk quickly across.

22. When the DON'T WALK light is on, wait until the signal light changes.

23. Sometimes the DON'T WALK signal light does not change unless you push a button.

24. When you see this "Push button to walk" sign, press the button.

25. Then wait for the signal light to change to WALK.

26. Signs have many purposes. This diamond-shaped sign warns drivers that a crosswalk is ahead.

27. This sign warns that a school is near.

28. All drivers are to make a complete stop when they see this red and white sign.

29. Make sure that the driver makes eye-contact with you and completely stops his car before you cross the street.

30. Some situations require that you be extra careful. During rainy weather, the driver may not see you as easily.

31. Cars may skid and take longer to stop on slippery streets.

32. Make sure that the car has plenty of time to stop and that the driver sees you.

33. Carry your umbrella or packages so that you can see on both sides of the road.

34. Walk carefully across. Remember, a wet street is slippery.

35. When it is dark or getting dark, wear light-colored clothing and walk on the left facing traffic.

36. If you put a piece of reflective tape on your clothing, you will be helping drivers to see you.

37. Always be alert and follow these safety rules! Do you remember these rules?

Review (38 - 45)

46. Will you practice all of these rules? Then you've joined Kanoe, Pua, Kapono, Lehua, Manu, and Kealoha to become one of my safe walking gang.

47. Pau.

A TRIP TO THE PLAYGROUND

1. Kaleo: Hi! I'm your friend Kaleo, inviting you to join Lehua, Kapono, Kanoe and me. We're planning to have fun today at Paki Playgound. Let's join Lehua.

2. Lehua: Throwing and catching a softball is a lot of fun. I sure wish I were playing with my friends right now. Hey, why not?

3. Mom, may I go to the park to play? I'd like to ask Kapono to go with me. It's such a nice day. Please?

4. Mom: Okay, Lehua, but be sure to be home by 3:00.

Lehua: Oh--all right! Thanks, mom.

5. (Telephone dialing, then ringing)

Lehua: I hope Kapono can go with me.

6. Hi, Kapono? Do you think your mom will let you play softball with me at Paki Park? (Pause)

You can? Oh great! Bring your bat and meet me at Kapahulu Street.
'Bye.

7. Mom: Have a good time, Lehua! Be careful and remember to be home by 3:00.

8. Lehua: I'm really glad Mom let me go. I can't wait to play with Kapono.

9. Kaleo: As Lehua dreams about all the fun she will have at Paki Playground, she comes to--a driveway. The bushes block her view. She can't see the car backing up.

10. What should she do? If she keeps walking, it may not be very healthy!

11. Lehua: I always stop, listen for the sound of an engine, and check for backup lights whenever I come to a driveway. I make sure the driver of the car sees me.

12. I only walk across when I know it's safe.

13. Oh, good! Here's Kapahulu Street.

14. There's Kapono. Hey, Kapono!

Kapono: Hi, Lehua! (to himself) It would be faster if I crossed here. Should I?

15. (Sound of car speeding down street, screeching of brakes).

16. Kapono: I'm glad I walked to the corner even if it took longer. After looking to my left, and my right and my left again to make sure no car is coming,

17. I walk across quickly and carefully.

18. Kapono: Whew! I sure am glad I followed the safety rules.

19. Lehua: Kapono, isn't that Kanoe across the street? Hey, Kanoe! Do you want to play with us? We're going to Paki Playground.

20. Kanoe: (to himself) Sure, I want to join them, but the DON'T WALK signal is on. (He waits) It really is taking a long time. Should I cross anyway?

21. Kanoe: NEVER, Kanoe! Did you notice something on the traffic signal pole?

22. Kanoe: Oh, there'a a little box that says, "To cross street, push button, wait for walk signal". (Sound of push, then "click" as light changes).

23. There, the WALK signal is on. I'll hurry to join Lehua and Kapono.

24. SCRE-E-E-CH! (Car whizzes around corner, narrowly missing Kanoe)

Kanoe: WHEW! That was close!

25. I should have looked to my left, to my right and to my left again to make sure no cars were turning or going through a red light. I must make sure that the driver sees me before I start to cross.

Next time, I'll walk only if I've done all these things first.

26. Lehua: (Tossing the ball) Here, Kanoe, catch! (He misses, the ball rolls across the street)

27. Kanoe: Oh, oh! I'll get it!

It's shorter to cross in the middle of the block.... But I'll cross at the corner. I know it's safer.

29. Kaleo: As Kanoe picks the ball up on the other side of the street, a stranger approaches him.

30. Stranger: Hi. Will you tell me where Lau's Shaved Ice Stand is?

31 Kanoe: It's two blocks down the street.

Stranger: If you show me the way, I'll buy you a shaved ice.

32. Kanoe: (Thinking to himself) Should I go with him? Mom and Dad told me never to go anywhere with someone unless I have their permission.

33. (To stranger) No, thank you. It's really not very hard to find. You can find it by yourself very easily.

34. Kanoe: Okay, Lehua. I've got the ball. Let's go.

35. Kapono: I'm glad there are three of us. Someone can pitch, someone can catch, while the other one bats. There's the playground ahead!

36. Lehua: Here, Kanoe. Hit this one! (Sound of playing softball)

37. Kaleo: By following the safety rules, Kanoe, Kapono and Lehua are able to have a happy time at Paki Playground. After looking at the following pictures, can you decide on the safe choices?

REVIEW 38-42

43. Kaleo: If you've made safe choices, you'll end up like my friends, safe and happy.

Songs

Two songs, "Watch out" and "The Crosswalk Song", have been written for your program. Words and music for both are on cassette tapes included in the kit.

These songs may be taught at any appropriate time during the unit. Teachers and/or students may wish to write additional verses for either song.

WATCH OUT!

Watch out for the cars in the street,
Look out for your safety!
Watch out before you move your feet,
Look out for your safety!
You know it's really very easy
All you've got to do is watch out,
Watch out!

Watch out, always follow this rule,
Look out for your safety!
Watch out when you're walking to school,
Look out for your safety!
You know it's really very easy
All you've got to do is watch out,
Watch out!

Ooh...(instrumental)

Watch out when the light is red
Look out for your safety!
Watch out before you move ahead
Look out for your safety!
You know it's really very easy
All you've got to do is watch out,
Watch out!
Watch out, Watch out! (Repeat 4 times and/or fade)

THE CROSSWALK SONG

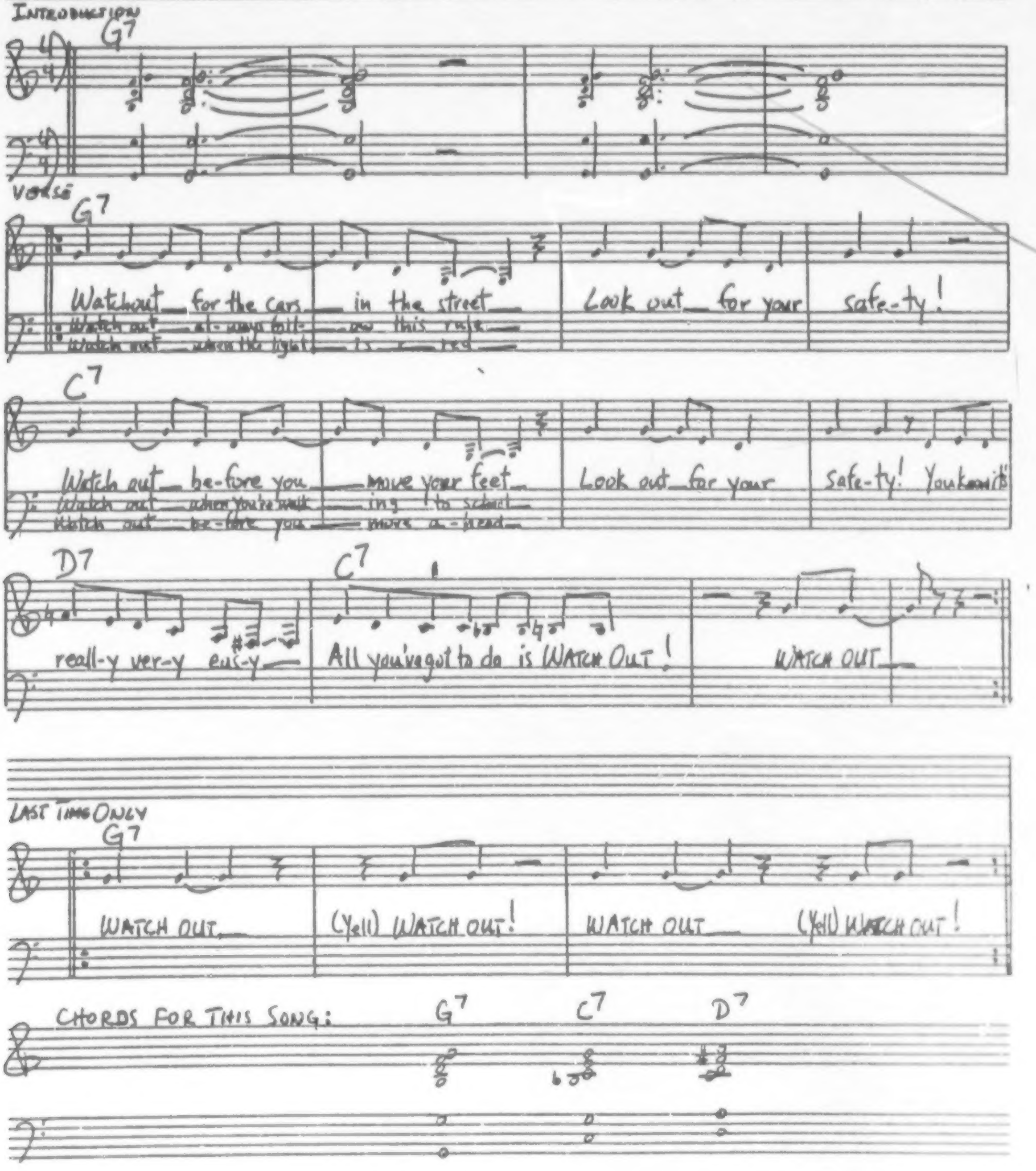
Here's a rhyme that we can say
To teach ourselves that every day
That when we play, we must obey
All these traffic rules:
Always look both ways before
You cross the street and here's some more
The crosswalk is the place to walk
It's marked in white, it looks like chalk!

The traffic lights are green and red
They signal to us from ahead
That when it's green it's time to go
And stop on red we know!
Always look both ways before
You cross the street and here's some more
The crosswalk is the place to walk
It's marked in white, it looks like chalk!
It's marked in white, it looks like chalk!
It's marked in white!

WATCH OUT

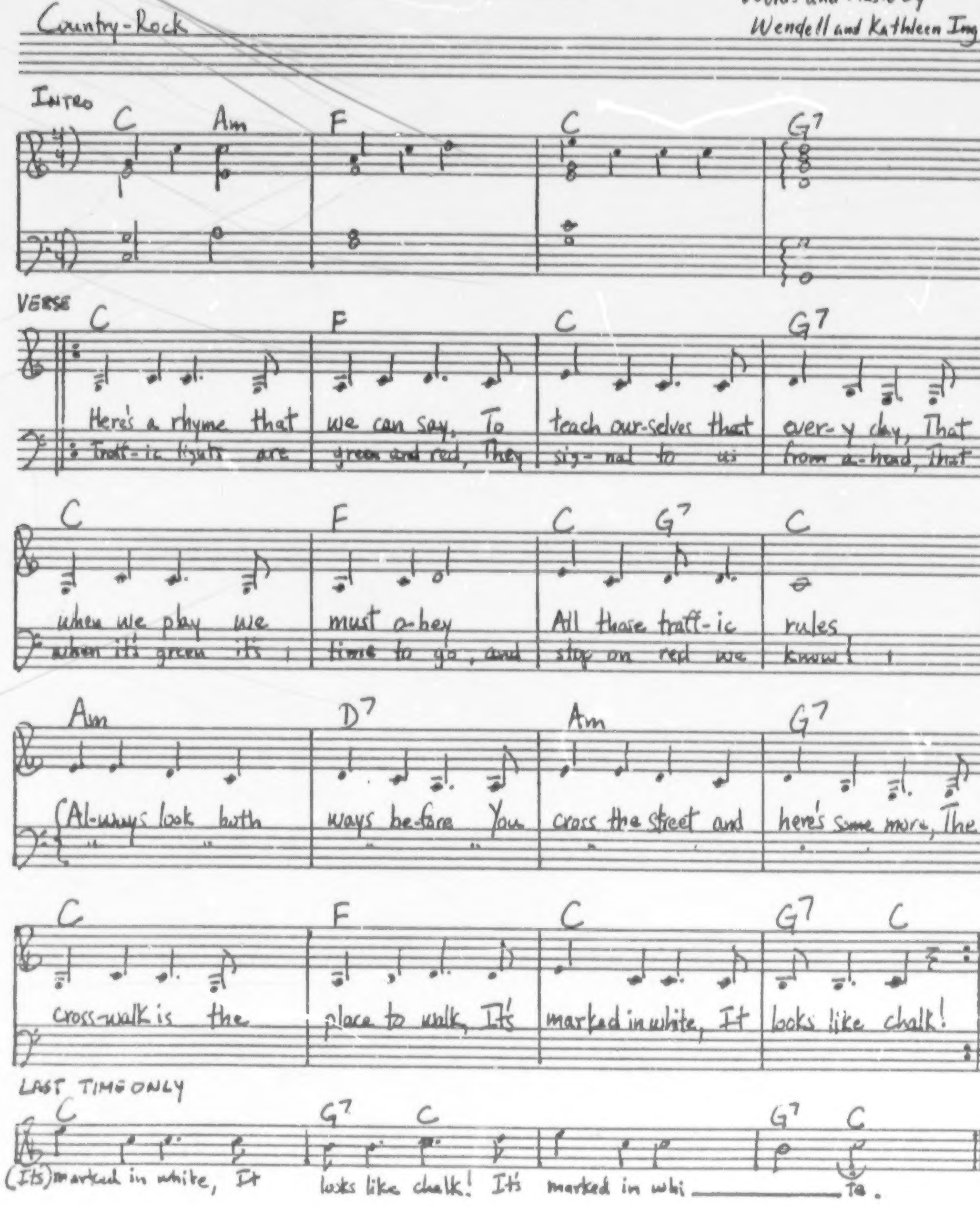
Words and Music by
Wendell and Kathleen Ing

WITH A FUNKY BEAT


INTRODUCTION
G7
VERSE
G7
Watch out for the cars in the street
Watch out al-ways fol-low this rule
Watch out when the light is red
Look out for your safe-ty!
C7
Watch out be-fore you move your feet
Watch out when you're walk-ing to school
Watch out be-fore you move a-head
Look out for your safe-ty! You know it's
D7
real-ly ver-y eas-y
C7
All you've got to do is WATCH OUT!
WATCH OUT
LAST TIME ONLY
G7
WATCH OUT
(Yell) WATCH OUT!
WATCH OUT
(Yell) WATCH OUT!
CHORDS FOR THIS SONG:
G7
C7
D7

THE CROSSWALK SONG

Words and Music by
Wendell and Kathleen Ing


Country-Rock
INTRO
C Am F C G7
VERSE
C F C G7
Here's a rhyme that we can say, To teach our-selves that ever-y day, That
Traff-ic lights are green and red, They sig-nal to us from a-head, That
C F C G7 C
when we play we must o-bey All those traff-ic rules.
when it's green it's time to go, and stop on red we know!
Am D7 Am G7
Al-ways look both ways be-fore You cross the street and here's some more, The
C F C G7 C
cross-walk is the place to walk, It's marked in white, It looks like chalk!
LAST TIME ONLY
C G7 C G7 C
(It's) marked in white, It looks like chalk! It's marked in whi ——— te.

KALEO'S SAFE WALKING KIT
COMMENTARY FOR TRANSPARENCIES

1. STOP, LOOK, LISTEN:

   Name some situations when you must stop, look and listen. (Crossing, at intersections, approaching driveways, etc.) What do we stop for? What do we look for? What sounds tell us when it is safe or unsafe to cross? How do we know when it is safe to cross? What would happen if we did not stop, look, and listen?

2. SIDEWALKS ARE FOR WALKING:

   On what is the girl walking? Where might she be going? Why is it important to walk on the sidewalk? What would you do if the road had no sidewalk? What kinds of rules or courtesies can you use when other people are using the sidewalk going in the same direction as you? when they are going in the opposite direction?

3. CARRY PACKAGES AND UMBRELLAS SO YOU CAN SEE THE DRIVERS:

   Is the girl carrying her package and umbrella so she can see all around her? Why are the girl and driver looking at each other? Is it important? Why? What might happen if the driver did not see the girl? if the girl did not see the driver?

4. STAND TWO FEET BEHIND THE CURB:

   Why is it important to stand behind the curb? What do you wait for before crossing a street?

5. WEAR BRIGHTLY COLORED CLOTHING IN CONDITIONS OF POOR VISIBILITY:

   When it is dark or getting dark, what kind of clothing should be worn so you can be seen more easily by drivers? Name some conditions when you need to be extra careful about being seen. (Rainy weather, dusk) How would using reflective tape help?

6. WALK ON LEFT FACING TRAFFIC:

   Why is it important to walk on the left side of the road, especially when there are no sidewalks? Name some ways to help drivers see you more easily.

7. WET STREETS ARE DANGEROUS:

   Why is it more dangerous when streets are wet? (Slippery streets make it more difficult for cars to stop. Unfavorable weather conditions may make it more difficult for drivers to see pedestrians.) What can you do to be extra careful when streets are wet? (Give drivers more stopping time. Walk carefully across.)

8. CROSS USING MARKED CROSSWALKS AND SIGNAL LIGHTS WHENEVER POSSIBLE:

   What path did the children take? What did they have to do to make a safe crossing? What did they use to help them cross safely? (Signal lights, crosswalk) What should you do when there is no crosswalk? no signal lights?

9. CHOOSE THE SAFEST ROUTE:

   Which route is safer? Why? (Safe routes are well-lighted and/or have safety helpers, i.e., traffic lights, crosswalks.) Why is the other route not as safe?

10. CARRY PACKAGES AND UMBRELLAS SO YOU CAN SEE THE DRIVER:

    What is this girl doing wrong? Why is it dangerous? Can you name some ways an accident may occur in this transparency? (Driver is not looking at the pedestrian. The street may be slippery. The girl is not paying attention.)

11. EMERGENCY VEHICLES HAVE THE RIGHT-OF-WAY:

    Where is the ambulance going in this picture? Can you name other emergency vehicles? Can you describe them? (Police car, fire engine, rescue truck) Discuss what is meant by right-of-way. What responsibility do pedestrians have when an emergency vehicle approaches? What responsibility do cars have when an emergency vehicle approaches? Why is it important that people give the right-of-way to emergency vehicles? What might happen if they didn't?

12. NEVER GO WITH STRANGERS:

    (Emphasize that parents list or identify persons with whom the student can go. Explain.) Should you go with a stranger if he offers you a gift or candy? What if he is lost and wants you to show him the way? Why shouldn't you go with him? Name some persons with whom your parents allow you to go.

13. STOP WHEN APPROACHING DRIVEWAYS:

    Why must you stop when you come to a driveway or alley? How can you tell when a car is backing up? (Listen for sounds of an engine, look for rear lights, listen for a car door slamming.) When is it safe to cross? (Remember to establish eye-contact before crossing.)

14. DART-OUTS ARE DANGEROUS:

Is this child doing something safe? Why? Why not? Why shouldn't you chase after a ball? Your dog? What should you do if you need to cross the street quickly?